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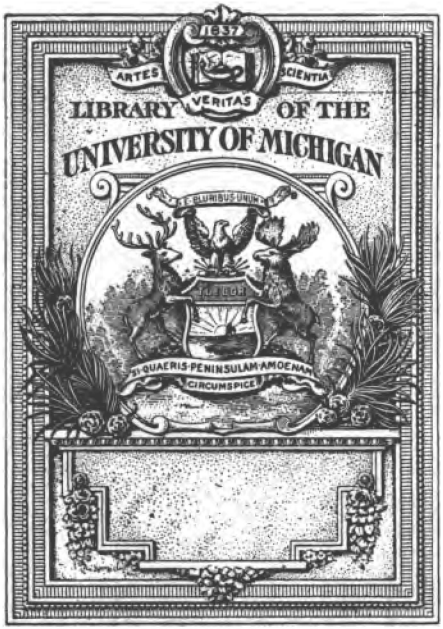

THE GIFT OF

Dept. of pub schools

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The History of Education

in

West Virginia

Revised Edition

Prepared under the direction of the
State Superintendent of Schools

West Va. Dept. of Free Schools.

1907

Charleston
Tribune Printing Company
1907

STATE OF WEST VIRGINIA
JUNE 20 1863
MONTANI SEMPER LIBERI

Preface.

In that splendid address delivered at Buffalo only the day before his assassination, President McKinley in speaking of the development of our country said, "Expositions are the time-keepers of progress." With respect to the development and advancement of West Virginia, the truth of this statement has been realized in many ways. In 1876 there was distributed at the Centennial Exhibition at Philadelphia a book entitled "The Resources of West Virginia," which first called the attention of the world to our vast mineral wealth, and to the other great possibilities within our borders. Then in 1893 a similar work called "The Mountain State" was prepared for the World's Fair at Chicago. At that time also the "Columbian History of Education in West Virginia" was issued, being the first printed record relating to our educational progress. This book was prepared by State Superintendent B. S. Morgan and Mr. J. F. Cork, his chief clerk, and was an excellent presentation of what had been accomplished up to that time. In 1889 Prof. A. R. Whitehill, of the West Virginia University, prepared an educational history of the State for the Bureau of Education at Washington, but it was not published until 1902, at which time he added an appendix bringing it up to date and making it a valuable contribution to the literature of this class. In 1904 a new history of education was prepared at this Department and was quite liberally distributed at St. Louis, and now this revised edition goes forth as an indication not only of what has been done in the past, but what is now going on in connection with our educational upbuilding. So the great Expositions have been to us time-keepers of our educational as well as our material development and progress, and this present sketch is an outgrowth of a desire to indicate to the world at the Jamestown Exposition that we are aiming to have our educational work keep at least within hailing distance of our wonderful material development.

As a part of the "old Mother State" during more than 200 years of her history, it is peculiarly appropriate that West Virginia should be properly represented at the Jamestown Exposition, and she gladly joins with the other states of the Union in celebrating the event that made it possible for this fair land to be peopled with an English-speaking race. As indicating somewhat of the educational progress of this part of the Trans-Allegheny region, this History is issued. It consists of sketches relating to the early schools in this section, to the educational progress in the various counties, towns, and cities, together with cuts and illustrations of some of our school buildings and their equipment. Most of our leading towns and cities and more than half of our counties are represented. Some superintendents and principals failed to furnish any material for the History, so their towns are not represented. Especial attention is called to Mr. Lewis' article on "Early Education in West Virginia." Aside from the

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many interesting and suggestive features of this article that list of old time academies established long before the Civil War is a very valuable record. It will be noticed that in most cases these academies fostered a good educational sentiment and that they became the foundation of a future institution of learning of advanced grade.

I desire to thank all the contributors who have aided in this work, and I believe our citizens will appreciate very highly the most excellent service they have rendered in thus showing what our schools are doing. The modesty of some of these efficient workers has prevented them from saying as much as could have been truthfully said of the excellent schools under their supervision. I desire also to recognize my indebtedness to Ex-State Superintendents Hon. Virgil A. Lewis and Hon. B. L. Butcher, and to Mr. M. P. Shawkey, who for ten years was connected with this Department, for their excellent articles on the three periods of our educational growth. Having been so long associated with our school work they are able to speak intelligently from observation and practical experience.

Attention is called to the sketches relating to our denominational schools, and to the educational advancement among our colored people. Professor Prillerman's sketch shows that the colored schools of the State are doing well.

It is hoped that these sketches will serve to show that West Virginia has been making some progress in her educational work, and it is believed that, with the foundation now laid, the next few years will witness much more rapid advancement.

Very respectfully,

Thos. C. Miller,
State Superintendent of Schools.

Charleston, W. Va.,
March 11, 1907.

Department of Free Schools.

THOS. C. MILLER ..... SUPERINTENDENT
L. L. FRIEND ..... CHIEF CLERK
D. E. MILLER ..... ASSISTANT CLERK
JOHN W. COOK ..... STATISTICAL CLERK

EDUCATIONAL INSTITUTIONS.

West Virginia University	Morgantown	D. B. Purinton, President.
State Normal School	Huntington	L. J. Corbly, Principal.
" "	Fairmont	U. S. Fleming, Principal.
" "	West Liberty	Lorain Fortney, Principal.
" "	Athens	Isabel Davenport, Principal.
" "	Glenville	John C. Shaw, Principal.
" "	Shepherdstown	J. G. Knutti, Principal.
Prep. Branch, University	Montgomery	Josiah Keely, Principal.
" " "	Keyser	T. W. Haught, Principal.
Colored Institute	Institute	J. McHenry Jones, President.
" "	Bluefield	R. P. Sims, Principal.
Reform School	Pruntytown	D. S. Hammond, Superintendent.
Schools for the Deaf and the Blind	Romney	J. T. Rucker, Principal.
Industrial Home for Girls	Salem	Hilda M. Dungan, Supt.

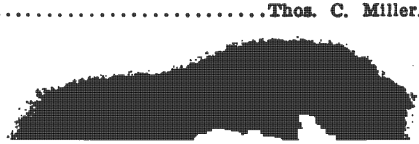
STATE BOARD OF EXAMINERS.

Term expires Sept. 1, 1907

U. S. FLEMING, *President*,	Fairmont
R. A. ARMSTRONG, *Secretary*,	Morgantown
C. E. CARRIGAN,	Moundsville
JOSIAH KEELY,	Montgomery
C. R. MURRAY,	Williamson

LIST OF STATE SUPERINTENDENTS

1863-1869	William R. White.
1869-1870	Henry A. Ziegler.
1870-1871	A. D. Williams.
1871-1872, Dec. 1	Charles S. Lewis.
1873, Jan. 1-March 4	W. K. Pendleton.
1873-1877	B. W. Byrne.
1877-1881	W. K. Pendleton.
1881-1885	B. L. Butcher.
1885-1893	B. S. Morgan.
1893-1897	Virgil A. Lewis.
1897-1901	J. R. Trotter.
1901-	Thos. C. Miller.



WEST VIRGINIA EDUCATIONAL ASSOCIATION

Officers for 1906-7

Robt. A. Armstrong, Morgantown, President.
A. J. Wilkinson, Grafton, Secretary.
Morris P. Shawkey, Charleston, Treasurer.
Vice-Presidents: C. W. Fretz, J. G. Knutti, W. E. Scott, C. W. Boetticher and J. M. Skinner.
Program Committee: Robt. A. Armstrong, W. M. Foulk, C. W. Boetticher.
School Improvement League: L. W. Burns, President, Ethel Carle, Secretary, Thos. C. Miller, Waitman Barbe, Wright Denny, John A. Bock and W. M. Foulk, Executive Committee.

BOARDS OF REGENTS OF STATE EDUCATIONAL INSTITUTIONS

INSTITUTIONS	NAMES OF REGENTS	ADDRESS	COUNTY	TERM EXPIRES
University	T. Perry Jacobs	N. Martinsville	Wetzel	May 1, 1909
	Charles M. Babb	Falls	Grant	May 1, 1907
	James R. Trotter	Buckhannon	Upshur	May 1, 1907
	John B. Finley	Parkersburg	Wood	May 1, 1907
	F. P. McNell	Wheeling	Ohio	May 1. 1907
	E. M. Grant	Morgantown	Monongalia	May 1, 1909
	D. C. Gallaher	Charleston	Kanawha	May 1, 1909
	Dr. C. E. Haworth	Huntington	Cabell	May 1, 1909
	L. J. Williams	Lewisburg	Greenbrier	May 1, 1909
Normal Schools.	S. H. Bowman	Huntington	Cabell	June 1, 1907
	Ira E. Robinson	Grafton	Taylor	June 1, 1907
	E. L. Dunn	Bargers Springs.	Summers	June 1, 1907
	R. S. Carr	Charleston	Kanawha	June 1, 1909
	Elliott Northcott	Huntington	Cabell	June 1, 1909
	M. C. Lough	Fairmont	Marion	June 1, 1909
	The State Supt	Charleston	Member ex-officio.	
Montgomery Preparatory Branch	Dr. C. E Haworth	Huntington	Cabell	
	Thos. C. Miller	Charleston	Kanawha	
	D. C. Gallaher	Charleston	Kanawha	
Keyser Preparatory Branch	Thomas B. Davis	Keyser	Mineral	May 31, 1909
	Arch J. Welton	Petersburg	Grant	May 31, 1909
	T. H. B. Dawson	Berkeley Springs	Morgan	May 31, 1909
	P. J. Crogan	Kingwood	Preston	May 31, 1909
	Wm. M. Watson	Fellowsville	Preston	May 31, 1907
	James Sites	Upper Tract	Pendleton	May 31, 1907
	The State Supt	Charleston	Member ex-officio.	
West Virginia Colored Institute	B. L. Butcher	Fairmont	Marion	June 1, 1909
	E. Howard Harper	Keystone	McDowell	June 1, 1909
	C. B Scott	Bethany	Brooke	June 1, 1909
	Joseph Gray	Elizabeth	Wirt	June 1, 1909
	J. M. Hazlewood	Charleston	Kanawha	June 1, 1909
	The State Supt	Charleston	Member ex-officio.	
Bluefield Institute	T. T. McDougal	Ceredo	Wayne	June 1, 1909
	Wm. Hicks	Bluefield	Mercer	June 1, 1909
	B. S. Morgan	Charleston	Kanawha	June 1, 1909
	J. R. Jefferson	Parkersburg	Wood	June 1, 1909
	Edwin Mann	Bluefield	Mercer	June 1, 1909
	The State Supt	Charleston	Member ex-officio.	
Schools for Deaf and Blind	F. H. Shannon	West Union	Doddridge	May 31, 1907
	J. Slidell Brown	Kingwood	Preston	May 31. 1907
	Dr. G. A. Aschman	Wheeling	Ohio	May 31, 1907
	S. S. Buzzerd	Berkeley Springs	Morgan	May 31, 1909
	D. S. Pettigrew	Summersville	Nicholas	May 31, 1909
	Columbus Sehon	Mason	Mason	May 31, 1909
	W. M. Straus	Parkersburg	Wood	May 31, 1911
	H. W. Harmer	Clarksburg	Harrison	May 31, 1911
	Henry Lewis	Charleston	Kanawha	May 31, 1911
Reform School for Boys.	J. L. Buckley	Parkersburg	Wood	May 31, 1906
	C. J. Poe	Buckhannon	Upshur.	May 31, 1907
	Ralph McCoy	Wheeling	Ohio	May 31, 1908
	Orin C. Ogden	St. Marys	Pleasants	May 31, 1909
	Jas. Flynn	Kingwood	Preston	May 31, 1910
West Virginia Industrial Home forGirls	Dr. Harriet B. Jones	Wheeling	Ohio	Mar. 31, 1909
	John Cummings	Wheeling	Ohio	Mar. 31, 1909
	Dr. C. B. Graham	Wheeling	Ohio	Mar. 31, 1909
	Miss M. S. McWhorter	Charleston	Kanawha	Mar. 31, 1911
	Miss F. L. Henshaw	Martinsburg	Berkeley	Mar. 31. 1907
	Henry S. Wilson	Parkersburg	Wood	Mar. 31, 1907

COUNTY SUPERINTENDENTS ELECT, TERM BEGINNING JULY 1, 1907

COUNTIES.	NAME SUPT.	ADDRESS.
Barbour	A. F. Shroyer	Nicklow.
Berkeley	Willis F. Evans	Martinsburg.
Boone	W. W. Hall	Madison.
Braxton	M. W. Skidmore	Newville.
Brooke	*Geo. W. Hogg	Follansbee.
Cabell	*Ira F. Hatfield	Huntington.
Calhoun	C. J. Gainer	Arnoldsburg.
Clay	B. F. Murphy	Clay.
Doddridge	Howard M. Gaskins	Flint.
Fayette	A. G. Sevy	Oak Hill.
Gilmer	*Worthy Davis	Normantown.
Grant	Elmer H. Frye	Lahmansville.
Greenbrier	W. F. Richardson	Blue Sulphur Springs.
Hampshire	*E. W. Noland	Levels.
Hancock	*T. M. Cochran	New Cumberland.
Hardy	*L. S. Halterman	Lost River.
Harrison	Cyrus E. Webb	Bridgeport.
Jackson	E. S. Rhodes	Ripley.
Jefferson	E. D. Turner	Charles Town.
Kanawha	M. P. Shawkey	Charleston.
Lewis	Loyd G. Losh	Weston.
Lincoln	J. W. Pauley	Sod.
Logan	Albert Dingess	Halcyon.
Marion	*Carter L. Faust	Fairmont.
Marshall	Albert S. Winter	Moundsville.
Mason	*C. A. Green	Ashton.
Mercer	*J. H. Gadd	Princeton.
Mineral	*Geo. S. Arnold	Burlington.
Mingo	Lindsey Baker	Dingess.
Monongalia	*Jesse Henry	Morgantown.
Monroe	Chas. A. Keadle	Pickaway.
Morgan	P. W. McCoy	Berkeley Springs.
McDowell	W. A. Lee	Eckman.
Nicholas	Harrison Groves	Summersville.
Ohio	J. V. Giffin	Elm Grove.
Pendleton	Flick Warner	Franklin.
Pleasants	A. L. Baker	Schultz.
Pocahontas	*J. B. Grimes	Lobelia.
Preston	*A. W. Carrico	Rowlesburg.
Putnam	H. A. Stover	Culloden.
Raleigh	W. O. McGinnis	Beckley.
Randolph	*W. J. Long	Valley Bend.
Ritchie	*L. H. Hayhurst	Pullman.
Roane	*N. L. Chancey	Reedy.
Summers	J E. Keadle	Warford.
Taylor	Dellet Newlon	Simpson.
Tucker	H. S. Shafer	Parsons.
Tyler	A. E. Doak	Middlebourne.
Upshur	J. H. Ashworth	Buckhannon.
Wayne	*L. G. Sansom	Wayne.
Webster	Geo. R. Morton	Lanes Bottom.
Wetzel	*S. L. Long	Littleton.
Wirt	J. F. Haverty	Elizabeth.
Wood	C. L. McVey	Parkersburg.
Wyoming	W. G. Sparks	Pineville.

*Re-elected.

A GROUP OF THE WEST VIRGINIA EDUCATIONAL ASSOCIATION IN FRONT OF THE WOMAN'S HALL, FAIRMONT, JUNE, 1906.

Introduction.

The educational system of West Virginia is of gradual growth. Beginning shortly after the formation of the State in 1863, the system has developed very slowly in some respects, in others more rapidly, but not until recent years has its progress been marked in any degree. While previous to the Civil War there had been some good schools in what is now West Virginia, there was no system of education and in some sections of the State the schools were very poor and educational sentiment almost lacking.

Our State Constitution says: "The legislature shall provide, by general law, for a thorough and efficient system of free schools." This provision left the organization and development of such a system to public sentiment, which is often very slow in introducing and carrying out progressive measures and reforms. The people themselves had to be educated to a new view of the subject, and this it required years to accomplish. At first in some places there was a good deal of prejudice against the so-called "mixed schools." Then the question of school revenues became a problem. There was objection to the local levy in some districts, and oftentimes the funds raised were not sufficient to support the schools for a term of three months. The University was meagerly provided for, and, for some years the Normal schools were left literally penniless, no appropriation whatever having been made for their support. Salaries were very low and teachers had but little incentive to prepare themselves for better service.

Now, however, all this is changed. Liberal appropriations are made for all our educational institutions, new buildings have been erected, better salaries are paid, the school term has been lengthened and improvement is noticeable everywhere. Fine buildings with modern equipment are being erected, and cities and towns are vying with each other in a worthy spirit of educational emulation. Another encouraging feature of our work is the fact that school libraries are multiplying all over the State, the number of volumes reported in district school libraries for 1906 being 126,503. The Teachers' Reading Circle is also doing much towards improving the work of the schoolroom, about half of the teachers in the State being enrolled therein, while District Institutes and Teachers' Round Tables have become incentives to better work everywhere. Each year several new High Schools are provided for, and last fall Tyler County voted to establisn a County High School. The course of study in all our schools is being expanded and an upward trend in educational work is noticeable all over the State.

There is no better way of measuring progress than by comparison. This is shown in all lines of effort and it is a most effective way of illustrating what has been accomplished in the world about us. When the brilliant electric light is placed by the side of the old tallow dip we have a reve-

lation that is dazzling. When we compare a modern Pullman or electric car with former modes of travel we have positive proof that the world moves. So we might multiply illustrations, but they are needless. The modern methods of education, when compared with those of early years in this State show as much change in lines of improvement as there is in our physical surroundings. To emphasize this idea more fully we have included in this sketch of educational progress a number of cuts and pictures of school buildings recently erected to which we point with pride as indicating some of our advancement. The step from the little log schoolhouse on the hillside, or the uninviting frame building on a back street in the town, stands in marked contrast to the splendid school buildings in different parts of the State. The conveniences and surroundings of these school buildings also make a comparison equally as great as they do in general architecture.

The tables of comparative statistics found in the next few pages tell the story of our educational growth more graphically than mere words can picture it, so we leave it to them to set forth these important facts.

EXPENDITURES FOR SCHOOL PURPOSES
1906

For the school year 1905-06, ending June 30, this year, West Virginia expended for the support of her Public Schools alone the sum of $2,970,-455.11.

This sum was made up of the two funds as follows:

The General School Fund	$ 801,280.95
District, town and city levies	2,169,174.16
Total	$2,970,455 11

The above was expended as follows:

Teachers' Salaries	$1,954,851 99
Building Fund	1,015,603 12
Total	$2,970,455 11

To the above may very properly be added the Legislative appropriations for the educational institutions of the State as follows:

West Virginia University	$ 131,987 50
Normal Schools	120,048 00
Montgomery Preparatory School	7,800 00
Keyser Preparatory School	15,265 00
School for the Deaf, Dumb and Blind	53,493 95
Industrial School for Girls	24,450 00
West Virginia Reform School, (half appropriation)	37,800 00
Storer College	2,500 00
Instruction for Colored Teachers	2,000 00
Bluefield Colored Institute	16,425 00
West Virginia Colored Institute	28,658 54
West Virginia Colored Orphans Home	1,500 00
Total	$ 441,928 57
Making a grand total for Educational purposes of	$3,412,383 68

In order that some of the main features embraced in this Report may

appear at a glance, I give in the table below a summary of the educational statistics for the year ending June 30th, 1906. Then there follow in the various tables some comparative statistics that will prove interesting because they indicate a degree of progress that is encouraging. These tables have been carefully compiled, and the summaries arranged in convenient form for reference.

ENUMERATION AND ENROLLMENT

For the year 1906 the enumeration reported was 342,060, and the enrollment 255,160, or not quite seventy-five per cent. of the enumeration. The average attendance was 173,123, or sixty-eight per cent. of the enrollment.

The following general Summary of School Statistics for the year may not be out of place here:

Number of counties	55
Number of magisterial districts	342
Number of independent districts	51
Number of school houses	6,342
Number of teachers employed	7,830
Total amount disbursements of teachers' fund	$1,954,851 99
Total amount disbursements of building fund	1,015,603 12
Total amount for state educational institutions and other educational expenditures	441,928 57
Total school expenditures	3,412,383 68
Value of all public school property	6,528,009 50
Average monthly salary for teachers in all grades	36 70
Number of youth of school age (enumeration)	342,060
Enrollment in schools	255,160
Average attendance	173,123
Per cent. of attendance based on enumeration	51
Per cent. of attendance based on enrollment	68
Per cent. of enrollment based on enumeration	75
Cost of education per capita based on enumeration	8 91
Cost of education per capita based on enrollment	12 02
Cost of Education per capita based on attendance	17 41
Number of high schools	46
Number of graded schools	785
Total number of schools	7,118
Average length of term in days	125
Average age of pupils in all grades, years	11
Number of books in district school libraries	126,503

Interesting comparative statistics for the last five years are as follows:

Enumeration

Enumeration of School Youth	1902—	315,810
	1903—	319,729
	1904—	326,240
	1906—	342,060

Enrollment.

Enrollment of School Youth	1902—	236,015
	1903—	240,718
	1904—	244,040
	1905—	247,505
	1906—	255,160

Average Daily Attendance

Average Attendance of School Youth	1902—	152,174
	1903—	155,436
	1904—	158,264
	1905—	163,068
	1906—	173,723

Number of Teachers Classified by Race

White Teachers	1902—	7,028
	1903—	7,071
	1904—	7,298
	1905—	7,334
	1906—	7,520
Colored Teachers	1902—	278
	1903—	291
	1904—	299
	1905—	302
	1906—	310
Both White and Colored Teachers	1902—	7,306
	1903—	7,362
	1904—	7,597
	1905—	7,636
	1906—	7,830
Average Length of Term	1902—	118 Days
	1903—	123 "
	1904—	123 "
	1905—	123 "
	1906—	125 "

Number of Schools Classified by Race

Number of White Schools	1902—	6,001
	1903—	6,123
	1904—	6,235
	1905—	6,595
	1906—	6,852
Number of Colored Schools	1902—	207
	1903—	224
	1904—	235
	1905—	253
	1906—	266
Both White and Colored Schools	1902—	6,208
	1903—	6,347
	1904—	6,470
	1905—	6,848
	1906—	7,118

Number of School Houses in West Virginia.

Frame Houses	1902—	5,598
	1903—	5,704
	1904—	5,918
	1905—	5,920
	1906—	5,983
Brick Houses	1902—	186
	1903—	188
	1904—	198
	1905—	206
	1906—	232
Log Houses	1902—	237
	1903—	217
	1904—	183
	1905—	152
	1906—	127
Total all Kinds of Houses	1902—	6,021
	1903—	6,112
	1904—	6,200
	1905—	6,278
	1906—	6,342

Amount of Funds Expended

Amount of Teachers' Fund	1902—	$1,484,743 73
	1903—	1,571,953 69
	1904—	1,675,257 17
	1905—	1,741,590 75
	1906—	1,954,851 99

Amount of Building Fund	1902—	$ 712,389 72
	1903—	821,601 67
	1904—	913,946 11
	1905—	1,002,986 70
	1906—	1,015,603 12
Total Cost of Education	1902—	$2,197,133 45
	1903—	2,393,555 36
	1904—	2,589,203 28
	1905—	2,744,577 45
	1906—	2,970,455 11

Amount of Salary Paid Teachers

Amount Paid White Teachers	1902—	$1,325,461 04
	1903—	1,390,326 41
	1904—	1,495,508 11
	1905—	1,560,343 04
	1906—	1,723,871 72
Amount paid Colored Teachers	1902—	$ 55,789 18
	1903—	67,280 15
	1904—	72,584 24
	1905—	73,112 87
	1906—	71,773 98
Amount Paid Both White and Colored Teachers	1902—	$1,381,250 22
	1903—	1,457,606 56
	1904—	1,568,092 35
	1905—	1,633,455 91
	1906—	1,795,645 70

Cost of Education

Based on Enumeration	1902—	$ 6 69
	1903—	7 38
	1904—	7 94
	1905—	8 40
	1906—	8 91
Based on Enrollment	1902—	$ 8 91
	1903—	9 98
	1904—	10 61
	1905—	11 51
	1906—	12 02
Based on Average Daily Attendance	1902—	$14 18
	1903—	14 90
	1904—	16 23
	1905—	17 94
	1906—	17 41

COMPARATIVE SCHOOL STATISTICS

	NUMBER OF SCHOOL HOUSES					NUMBER OF SCHOOLS			
Year	Frame	Stone	Brick	Log	Whole No.	High	Graded	Common	Total
1865	.....	.....	.....	.....	133	5	39	387	431
1866	.....	.....	.....	.....	412	.....	.....	935	935
1867	342	2	26	332	702	2	26	1,112	1,148
1868	653	7	51	595	1,306	.....	20	1,731	1,756
1869	936	10	68	614	1,618	7	38	2,153	2,198
1870	1,124	17	58	904	2,113	1	74	2,441	2,516
1871	1,127	10	63	859	2,059	3	48	2,272	2,323
1872	1,290	9	74	843	2,216	3	64	2,497	2,546
1873	1,412	10	73	1,097	2,612	2	71	2,785	2,857
1874	1,540	9	72	1,009	2,880	2	85	2,936	3,021
1875	1,630	10	83	1,236	2,959	8	78	3,148	3,233
1876	1,753	11	79	1,284	3,137	5	67	3,269	3,343
1877	1,829	7	84	1,296	3,216	5	65	3,320	3,390
1878	1,905	11	89	1,292	3,297	10	82	3,419	3,514
1879	2,035	6	90	1,342	3,479	8	105	3,612	3,725
1880	2,142	6	93	1,316	3,557	8	103	3,680	3,811
1881	2,260	6	94	1,344	3,704	11	93	3,796	3,912
1882	2,362	8	93	1,376	3,839	10	79	3,920	4,028
1883	2,506	.....	110	1,329	3,945	6	124	3,986	4,116
1884	2,648	.....	113	1,336	4,097	7	125	4,120	4,254
1885	2,819	.....	128	1,212	4,159	13	117	3,918	4,078
1886	2,933	.....	114	1,214	4,260	15	98	4,324	4,437
1887	3,102	.....	122	1,181	4,465	19	100	4,484	4,603
1888	3,299	.....	116	1,152	4,567	25	215	4,578	4,819
1889	3,510	.....	124	1,021	4,655	17	130	4,721	4,868
1890	3,680	.....	127	1,007	4,814	20	161	4,784	4,784
1891	3,849	.....	124	926	4,899	14	150	4,862	5,026
1892	4,022	.....	140	836	5,004	17	145	5,005	5,167
1893	4,296	.....	140	792	5,192	18	173	5,099	5,290
1894	4,456	.....	140	706	5,302	20	192	5,175	5,387
1895	4,606	.....	140	643	5,389	20	244	5,331	5,595
1896	4,750	.....	148	577	5,475	22	180	5,425	5,617
1897	4,949	.....	150	486	5,524	27	142	5,607	5,776
1898	5,059	.....	172	463	5,675	38	289	5,593	5,940
1899	5,224	.....	152	408	5,689	37	489	6,380	5,906
1900	5,387	.....	184	345	5,916	39	813	5,186	6,058
1901	5,510	.....	176	309	5,995	40	262	5,854	6,156
1902	5,598	.....	186	237	6,021	42	308	5,858	6,208
1903	5,707	.....	188	217	6,112	42	621	5,686	6,349
1904	5,819	.....	198	183	6,200	43	613	5,814	6,470
1905	5,920	.....	206	152	6,278	45	785	6,042	6,848
1906	5,983	.....	232	127	6,342	46	761	6,287	7,118

ENUMERATION, ENROLLMENT, AND AVERAGE DAILY ATTENDANCE OF PUPILS, BY YEARS

YEAR	Enumeration			Enrollment			Average Daily Attendance		
	Males	Females	Total	Males	Females	Total	Males	Females	Total
1865	.....	.....	84,418	8,102	7,870	15,972	3,845	3,916	7,761
1866	.....	.....	118,617	16,942	14,805	31,747	.....	.....	13,037
1867	.....	.....	115,340	18,728	16,199	34,927	10,692	9,467	20,288
1868	66,461	61,190	127,861	28,700	25,024	53,774	16,731	13,640	30,566
1869	80,265	72,104	152,369	30,439	28,589	59,028	19,811	16,873	36,684
1870	79,199	78,589	157,788	48,056	39,274	87,330	30,254	24,829	55,083
1871	83,090	79,247	162,337	41,586	35,413	76,999	28,758	22,578	51,336
1872	83,672	80,244	163,916	46,745	39,020	85,765	30,661	25,656	56,317
1873	87,567	84,226	171,793	38,886	42,214	81,100	33,381	27,653	61,244
1874	91,259	78,848	170,107	61,113	49,243	110,356	37,240	31,057	68,297
1875	93,343	86,462	179,805	55,119	44,661	117,845	41,790	33,510	75,800
1876	96,049	88,711	184,760	67,428	56,057	123,485	43,082	29,196	72,278
1877	100,281	92,325	192,606	68,774	56,558	125,332	45,242	38,227	83,489
1878	118,124	83,113	201,237	70,694	59,490	130,184	47,476	38,508	86,768
1879	107,457	98,666	206,123	73,507	63,019	136,526	49,597	40,671	90,268
1880	110,356	99,757	210,113	77,192	65,658	142,850	49,599	42,105	91,604
1881	111,798	101,393	213,191	78,062	66,941	145,003	49,271	41,995	91,265
1882	112,715	103,890	216,605	83,199	72,345	155,544	51,189	45,463	96,643
1883	115,139	106,378	221,517	85,050	75,556	160,606	50,705	44,663	95,368
1884	119,130	109,055	228,185	87,834	78,432	166,266	52,971	46,254	99,225
1885	122,741	113,404	236,145	87,551	78,869	166,520	54,753	51,151	105,902
1886	126,668	118,089	242,752	92,432	79,825	172,257	55,375	47,837	103,214
1887	128,581	119,597	249,177	95,089	84,418	179,507	57,815	50,478	108,293
1888	133,910	123,341	256,360	100,122	89,129	189,251	63,492	58,528	122,020
1889	133,545	125,389	258,934	99,062	88,466	187,258	63,102	56,888	119,990
1890	137,634	128,692	266,326	101,308	91,756	193,064	63,830	57,890	121,700
1891	140,283	131,049	276,332	103,307	95,069	198,376	64,441	59,546	123,987
1892	143,739	132,713	276,452	104,563	96,226	200,789	67,117	60,927	128,044
1893	146,147	133,439	279,586	109,604	98,613	208,217	71,075	63,350	134,425
1894	148,271	134,499	282,770	115,446	103,369	218,815	71,342	64,039	135,381
1895	151,504	137,720	289,274	114,747	102,961	217,708	73,685	66,800	140,485
1896	155,105	141,411	296,517	113,558	102,134	215,665	74,179	66,902	141,081
1897	156,824	143,505	300,329	116,581	104,845	221,436	75,552	68,925	144,477
1898	157,345	145,009	302,354	124,528	112,407	236,935	80,084	75,650	158,527
1899	158,809	147,345	306,154	120,284	110,792	231,076	75,989	69,260	145,249
1900	159,380	148,201	307,581	120,436	111,907	232,343	78,387	72,867	151,254
1901	161,463	150,661	312,124	121,343	113,849	235,191	77,376	72,641	150,017
1902	162,646	153,164	315,810	121,904	114,111	236,015	78,307	73,867	152,174
1903	165,505	154,224	319,729	124,381	116,337	244,718	80,880	74,556	155,436
1904	169,124	157,116	326,240	125,721	118,319	244,040	82,024	76,240	158,264
1905	171,730	161,132	332,862	127,556	119,949	247,505	83,427	79,641	163,068
1906	177,284	164,776	342,060	131,079	124,081	255,160	89,103	84,620	173,723

NUMBER OF TEACHERS, AVERAGE LENGTH OF TERM, TOTAL TEACHERS' SALARIES, AND AVERAGE MONTHLY SALARIES BY YEARS

	Total Number Teachers Employed			Avg. Length of School Term in Months	Amount Paid for Teachers Salaries	Avg. Monthly Salaries of Teachers
	Males	Females	Total			
1865	171	216	387	2.70	$ 47,006 00	$.....
1866	525	382	973	3.12	96,208 00	31 44
1867	818	404	1,222	3.00	140,465 00	36 00
1868	1,290	520	1,810	3.50	288,690 00	37 66
1869	1,680	603	2,283	3.55	277,131 00	34 11
1870	1,764	641	2,405	4.12	220,753 00	34 25
1871	1'951	517	2.468	3.84	328.347 00	33 50
1872	2,095	550	2,645	4.04	376,982 00	31 01
1873	3.443	639	3,082	3.86	402.418 00	31 46
1874	2,541	801	3,342	4.12	480,400 00	32 62
1875	2,677	784	3,461	4.20	541,358 00	32 90
1876	2,797	896	3,693	4.32	538,397 00	31 52
1877	2,818	971	3,789	4.13	539,273 00	31 86
1878	2,822	925	3,747	4.38	501,704 00	28 97
1879	3,142	989	4,131	4.34	504,096 00	26 64
1880	3.104	1,030	4,134	4.50	522,483 00	28 19
1881	3,979	1,208	4,287	4.45	539.647 00	28 22
1882	3,045	1.315	4,360	4.50	568.509 00	28 77
1883	2,961	1,494	4,455	4.43	603,556 00	30 22
1884	3,036	1,607	4,643	4.55	641.575 00	30 39
1885	3,145	1,666	4,811	4.34	667,852 00	31 70
1886	3,240	1.685	4,925	4.64	674,505 00	30 71
1887	3,357	1,732	5,089	4.95	707,539 00	31 52
1888	3,380	1,858	5,238	5.10	780,742 94	33 00
1889	3,444	1.897	5,341	4.80	805,429 46	31 38
1890	3,483	2,008	5,491	4.85	782,961 51	31 20
1891	3,461	2.139	5,600	4.95	834,879 89	31 54
1892	3,463	2,284	5,747	5.59	885.731 39	32 26
1893	3,459	2,478	5,937	4.90	928.441 01	33 63
1894	3,585	2,530	6,115	5.00	975,766 76	34 10
1895	3,705	2,534	6,299	5.00	997,703 47	34 70
1896	3,828	2,626	6,454	5.55	1.112,512 55	35 87
1897	3,924	2,698	6,652	5.65	1,152,878 99	31 66
1898	4,096	2,712	6,808	5.60	1,149,598 92	31 33
1899	4,094	2,787	6,881	5.40	1,179,851 30	31 74
1900	4,095	2,972	7,067	5.30	1,213,490 68	32 39
1901	4,018	3,215	7,233	5.80	1,275,920 97	30 41
1902	3,972	3,334	7,306	5.90	1,381,250 22	32 04
1903	3,854	3,508	7,362	6.15	1,457,606 56	32 99
1904	3,720	3,877	7,597	6.15	1,568,092 35	33 56
1905	3,793	3.843	7,636	6.15	1,633,455 91	34 58
1906	3,852	3,978	7,830	6.25	1,795,645 70	36 70

West Virginia Educational Exhibit, St. Louis, 1904

Non-Commercial Use Only

AVERAGE LOCAL LEVY FOR TEACHERS' AND FOR BUILDING FUND, BY YEARS

YEAR	Building	Teachers'	Total
1865. not given.			
1866. 35 counties			52
1867. not given			
1868. not given			
1869. 48 counties	31	27	58
1870. 45 counties	28.67	30.06	58.73
1871	27.39	29.90	57.29
1872	22.69	28.42	51.11
1873	23.38	34.01	57.39
1874	19.17	29.18	48.35
1875	21.50	29.30	50.80
1876	19.90	29.70	49.60
1877. not found			
1878	14.30	26.20	40.50
1879	15.58	24.09	39.67
1880	19.30	25.20	44.50
1881	19.75	28.25	48
1882	22	38	60
1883	19	27	46
1884	19	27	46
1885	21	33	54
1886	21	35.50	56.50
1887	22	26	48
1888	23	26	49
1889	24.13	25.75	49.88
1890	24.75	33.60	58.35
1891	25-10	34.15	59.25
1892	25.60	34.84	60.44
1893	23.52	29.38	52.60
1894	24.14	32.52	56.66
1895	21.90	32.70	54.60
1896	22.40	37.30	59.70
1897	23.30	38.20	61.50
1898	24.20	38.10	62.30
1899	24.37	40	64.37
1900	24.96	41.49	66.45
1901	28.80	42.20	71.00
1902	28.90	43.05	71.95
1903	28.90	43	71.90
1904	30.50	42.00	72.50
1905	30	45.77	75.77
1906			

AVERAGE LOCAL LEVY FOR TEACHERS' AND FOR BUILDING FUND, BY YEARS

YEAR	Building	Teachers'	Total
1865, not given	.....	.....	.....
1866, 35 counties	.....	.....	52
1867, not given	.....	.....	.....
1868, not given	.....	.....	.....
1869, 48 counties	31	27	58
1870, 45 counties	28.67	30.06	58.73
1871	27.39	29.90	57.29
1872	22.69	28.42	51.11
1873	23.38	34.01	57.39
1874	19.17	29.18	48.35
1875	21.50	29.30	50.80
1876	19.90	29.70	49.60
1877, not found	.....	.....	.....
1878	14.30	26.20	40.50
1879	15.58	24.09	39.67
1880	19.30	25.20	44.50
1881	19.75	28.25	48
1882	22	38	60
1883	19	27	46
1884	19	27	46
1885	21	33	54
1886	21	35.50	56.50
1887	22	26	48
1888	23	26	49
1889	24.13	25.75	49.88
1890	24.75	33.60	58.35
1891	25-10	34.15	59.25
1892	25.60	34.84	60.44
1893	23.52	29.38	52.60
1894	24.14	32.52	56.66
1895	21.90	32.70	54.60
1896	22.40	37.30	59.70
1897	23.30	38.20	61.50
1898	24.20	38.10	62.30
1899	24.37	40	64.37
1900	24.96	41.49	66.45
1901	28.80	42.20	71.00
1902	28.90	43.05	71.95
1903	28.90	43	71.90
1904	30.50	42.00	72.50
1905	30	45.77	75.77
1906	.....	.....	.....

COST OF EDUCATION PER CAPITA AND TOTAL COST OF EDUCATION, BY YEARS.

YEAR	Based on Enumeration	Based on Enrollment	Based on Average Daily Attendance.	Amount of Building Fund Expended	Amount of Teachers' Fund expended	Total Cost of Education
1865	$.....	$.....	$.....	$.....	$.....	$ 7,722 90
1866	.....	.....	.....	.....	.....	172,734 00
1867	2 82	9 28	16 25	.....	.....	324,517 31
1868	4 00	9 83	17 00	244,386 67	277,465 77	520,852 44
1869	3 12	9 75	15 07	246,470 96	329,152 73	575,623 69
1870	2 90	5 38	8 05	207,267 66	262,891 77	470,129 43
1871	3 35	7 50	11 25	212,033 51	265,685 21	577,718 72
1872	3 48	6 14	9 54	124,791 42	411,945 18	536,736 60
1873	3 53	7 48	9 91	150,880 95	456 110 23	606,991 18
1874	4 14	6 39	10 32	224,337 02	480,430 84	704,767 86
1875	4 24	6 48	10 14	256,233 29	508,579 16	763,812 45
1876	4 25	6 36	10 73	247,630 45	544,035 15	786,117 94
1877	4 00	6 30	9 20	209,749 59	539,273 32	773,658 10
1878	3 39	5 24	7 85	180,113 70	501,764 61	681,818 31
1879	3 44	5 20	7 85	204,874 55	504,196 35	709,071 30
1880	3 37	4 95	7 72	185,069 67	522,483 24	707,552 91
1881	3 56	5 22	8 31	212,877 56	539,647 69	758,475 22
1882	4 00	5 56	8 99	265,674 84	600,203 57	865,878 41
1883	4 27	5 90	9 93	302,254 49	649,116 48	947,370 97
1884	4 32	6 00	10 05	305,567 88	691,863 58	997,431 46
1885	4 42	6 26	9 85	324,188 46	719,080 69	1,043,269 06
1886	4 27	6 02	10 04	301,431 10	735,089 30	1,036,020 46
1887	4 36	6 06	10 04	330,727 84	756,946 86	1,087,744 70
1888	5 62	7 61	11 80	416,950 56	823,699 32	1,240,649 91
1889	5 07	7 01	10 95	457,633 99	856,067 04	1,313,701 03
1890	4 89	6 71	10 62	397,963 31	895,201 67	1,293.164 98
1891	4 69	6 53	10 46	546,019 83	914,673 71	1,360,693 54
1892	5 16	7 16	10 25	491,757 03	944,395 50	1,436,062 53
1893	5 43	7 64	11 85	582,468 62	1,009,719 50	1,592,188 12
1894	5 56	7 48	11 74	548,160 65	1,068,783 83	1,616,944 48
1895	5 78	7 77	11 89	542,706 63	1,121,820 72	1,664,452 35
1896	6 12	8 18	12 62	561,967 64	1,255,897 96	1,817,665 60
1897	6 32	8 62	13 36	635,225 08	1,262,220 08	1,897,777 07
1898	6 37	8 31	12 31	665,930 00	1,294,483 34	1,960,415 54
1899	6 25	8 24	13 18	631,896 49	1,282,836 87	1,914,733 36
1900	6 56	8 69	13 33	691,724 42	1,327,440 61	2,019,165 03
1901	6 37	8 61	13 46	747,073 53	1,381,539 07	2,128,612 60
1902	6 69	8 98	14 18	712,389 72	1,484,743 73	2,197,133 45
1903	7 38	9 94	14 90	821,601 67	1,571,953 69	2,393,555 36
1904	7 94	10 61	16 23	913,946 11	1,675,257 17	2,589,203 28
1905	8 40	11 51	17 94	1,002,986 70	1,741,590 75	2,744,577 45
1906	8 91	12 02	17 41	1,015,603 12	1,954,851 99	2,970,455 11

THE AMOUNT OF THE GENERAL SCHOOL FUND DISTRIBUTED, AND THE SCHOOL FUND BY YEARS

YEAR	The School Fund	General School Fund Gross Amount
1865	$ 106,122 78	67,348 96
1866	88,772 55	195,562 16
1867	172,023 15	175,395 24
1868	208,397 37	183,496 68
1869	216,761 06	149,568 58
1870	229,300 00	238,130 00
1871	278,069 92	174,896 35
1872	284,717 18	237,215 88
1873	316,152 34	231,435 92
1874	315,320 48	314,791 32
1875	325,243 34	209,124 38
1876	339,987 97	207,263 98
1877	344,531 45	195,183 75
1878	354,811 48	251,414 50
1879	375,154 52	220,232 54
1880	423,988 85	221,616 38
1881	441,947 25	183,783 88
1882	474,305 11	272,842 33
1883	504,461 26	252,529 90
1884	514,159 33	218,208 53
1885	549,258 00	164,529 50
1886	570,473 18	367,724 96
1887	890,493 25	402,396 87
1888	600,462 08	390,564 88
1889	619,962 08	300,168 83
1890	620,011 48	300,421 23
1891	678,203 93	361,487 89
1892	706,025 75	336,389 64
1893	732,091 01	314,754 53
1894	766,678 80	367,577 18
1895	796,163 34	392,654 32
1896	834,682 25	395,020 17
1897	868,230 14	364,982 22
1898	924,659 86	397,044 36
1899	970,663 24	364,201 99
1900	1,032,920 32	411,204 94
1901	1,094,506 32	422,169 81
1902	1,104,412 69	462,250 52
1903	1,073,534 78	530,066 07
1904	1,036,767 39	540,483 23
1905	1,000,000 00	600,943 93
1906	1,000,000 00	762,799 79

The General School Fund.

FROM THE SUPERINTENDENT'S REPORT, 1906

Since the last Biennial Report of this Department was issued some very important changes have been made in the manner of accumulating the General School Fund.

At the Special session of the Legislature in 1904 the State School tax, which for many years, in fact since the organization of the State, had been ten cents on the hundred dollars valuation was, for 1905, reduced to eight cents, and by authority conferred upon the Board of Public Works by the Legislature, was by this Board further reduced to six cents on the hundred dollars. Then for the year 1906 the Board of Public Works fixed the rate for the State School Tax at two and one-half cents on the hundred, or just one-fourth of what it was in 1904.

But notwithstanding this lowering of the rate of taxation, the General School Fund has kept on increasing each year, and I confidently expect that within the next two years it will reach one million dollars. When the reduction in the State School levy was made it was provided that two-sevenths of the license and franchise taxes should go into the General School Fund, the aim being to keep this fund, as heretofore, as a kind of balance wheel to our school revenues. It will be noticed that this two-sevenths is in the same proportion as are the old rate of levy for State and School purposes, that is, as ten to thirty-five.

The chief sources therefore from which our distributable fund is now derived are as follows:

Capitation tax,
The two and one-half cent levy,
Two-sevenths of all license and franchise taxes,
Interest on the $1,000,000 School Fund,
Fines and forfeitures,
One-half the interest on State deposits,
Sale of delinquent lands.

There are a few other minor sources but they do not produce much. Of course the Institute and Examination fees go into this fund, but are checked out and used for the purposes for which they were intended.

The net amount of this fund for each of the last four years is as follows:

1903	$516,216.07
1904	518,145.73
1905	575,637.68
1906	737,237.29

These are the sums left each year after deducting the salaries of the County Superintendents and the expenses of the office of the State Superintendent of Schools, including all the printing for the Department. Some

expenses at the Auditor's office, as shown in his Reports, had previously been deducted.

The General School Fund is apportioned in June annually to the different counties on the basis of the enumeration taken with reference to the first of April preceding. For the last four years the amount per capita of school population has been as given below:

1903	$1.615
1904	1.588
1905	1.728
1906	2.155

This indicates a gradual increase except between 1903 and 1904 when the largely increased enumeration lowered the per capita, while the 42 cents in advance from 1905 to 1906 is very encouraging.

The Auditor's Reports as to the condition of the General School Fund for 1905 and 1906 are as follows:

STATE OF WEST VIRGINIA,
AUDITOR'S OFFICE,
ARNOLD C. SCHERR, *Auditor.*
CHARLESTON, June 10, 1905.

HON. THOS C. MILLER,
State Superintendent of Free Schools,
Charleston, W. Va.

DEAR SIR:—

I have the honor to submit the following report in accordance with the provisions of Section 61, Chapter 45 of the Code of West Virginia.

RECEIPTS OF THE GENERAL SCHOOL FUND FROM JUNE 1st, 1904, TO MAY 31st, 1905.

General school tax, ten-cent levy and capitations	$374,318 85
Fines by courts	27,069 40
Dividends on stocks	8,600 00
Interest on bonds and notes	42,444 07
One half interest on state deposits	11,641 24
School tax on railroad property	29,221 15
Redemption of land taxes	2,669 30
Sale of delinquent lands	7,470 71
Sale and redemption of forfeited lands	3,770 48
Teachers' examination fee	4,607 65
Teachers' institute fee	4,921 75
Transfer of the school fund, H. J. R. No. 15	36,767 39
Transfer of license and franchise taxes, Sec. 60, Ch. 19 Acts 1904	75,372 72
	$628,875 71

DISBURSEMENTS DURING THE SAME PERIOD.

Salaries State Supt. of Schools	$ 1,875 00
Salaries clerk's office State Superintendent of Schools	4,251 34
Expenses State Supt. of Schools	355 85
Contingent expenses State Supt. of Schools	2,240 36
Printing, binding and stationery Supt. of Schools	7,830 44
Salaries County Superintendents of Schools	25,306 25
Purchase of books	371 75
Refunding erroneous payments into the treasury	3 41

Cost of certification and publication delinquent lands	1,725 00
Publishing sale of delinquent lands	581 49
Support of county institutes	6,011 65
Uniform examination system	2,663 46
Overpaid taxes	37 91
Balance not distributed 1904	15 88
Total disbursements	$ 53,269 79

Leaving the amount to be distributed among the several counties, as follows:

Amount paid county superintendents	$ 25,306 25
Balance in treasury May 31, 1905	575,637 68
Total distributable portion of the general school fund	$600,943 93

Respectfully submitted,

A. C. SCHERR,
Auditor.

STATE OF WEST VIRGINIA,
AUDITOR'S OFFICE,
ARNOLD C. SCHERR, *Auditor.*
CHARLESTON, June 7, 1906.

HON. THOS. C. MILLER,
State Sup't Free Schools,
Charleston, West Va.

DEAR SIR:—

I have the honor to submit the following report in accordance with the provisions of section 61 of chapter 45 of the Code of West Virginia:

RECEIPTS OF THE GENERAL SCHOOL FUND FROM JUNE 1st, 1905, TO MAY 31st, 1906.

General school tax, six-cent levy and capitations	$370,254 40
Fines by courts	28,407 58
Dividends on stocks	21,700 00
Interest on bonds and notes	41,594 39
Interest on deposits	12,504 69
Railroad taxes	20,947 34
Redemption of land taxes	3,105 38
Sale of delinquent lands	4,430 72
Sale and redemption of forfeited lands	2,204 18
Excess of purchase money in forfeited lands	293 55
Teachers' examination fees	5,128 58
Teachers' institute fees	5,211,50
Forfeited recognizances	950 00
Witness fees	8 00
Transfer of license and franchise taxes (Chap. 19 Sec. 60, Acts '04)	284,540 64
Total receipts	$801,280 95

DISBURSEMENTS DURING THE SAME PERIOD.

Salary State Supt. Free Schools	$ 3,000 00
Salary Chief Clerk State Supt. Free Schools	1,800 00
Salary other clerks State Supt Free Schools	2,187 00
Salary Stenographer State Supt. Free Schools	1,156 66
Expenses State Supt. Free Schools	611 95

Contingent expenses State Supt. Free Schools	1,731 05
Printing, binding and stationery, State Supt. Free Schools	6,216 44
Salaries County Supts. Schools	25,562 50
Compensation Institute Instructors	6,000 00
Purchase of books, State Supt. Schools	100 00
Refunding erroneous payments into treasury	454 06
Pay state agents—funds collected	115 90
Cost certification and publication of delinquent taxes	2,132 83
Publishing sale delinquent lands	656 13
Expenses uniform examination	3,433 42
Transfer balances sheriffs' accounts	8,592 17
Excess purchase money forfeited lands	293 55
Total disbursements	$ 64,043 66

Leaving the amount to be distributed among the several counties as follows:

Amount paid Co. Supts. Schools	$ 25,562 50
Balance in treasury May 31, 1906	737,237 29
Total distribution of general school fund	$762,799 79

Respectfully sumbitted,

A. C. SCHEER,
Auditor.

THE APPORTIONMENT.

Below is given the apportionment of *The General School Fund* for the years 1905 and 1906. To those interested in the financial as well as the educational features of our progress this is a valuable table. All knowledge is by comparison and this table enables one to realize some conditions that otherwise do not appear so plain.

APPORTIONMENT OF THE GENERAL SCHOOL FUND TOGETHER WITH THE TOTAL ENUMERATION, 1905–1906

COUNTIES AND CITIES	Net Amount		Co. Supt's Salary		Gross Amount		Enumerat'n	
	1905	1906	1905	1906	1905	1906	1905	1906
Barbour	$ 8,537 22	$ 10,168 64	$ 500 00	$ 500 00	$ 9,037 22	$ 10,668 64	4,938	4,718
Berkeley	6,982 96	8,724 60	425 00	425 00	7,407 96	9,149 60	4,039	4,048
Boone	5,278 28	7,041 32	425 00	425 00	5,703 28	7,466 32	3,053	3,267
Braxton	11,922 36	15,511 60	500 00	500 00	12,422 36	16,011 60	6,896	7,197
Brooke	4,391 36	5,769 70	300 00	300 00	4,691 36	6,069 70	2,540	2,677
Cabell	11,265 40	14,321 90	500 00	500 00	11,765 40	14,821 90	6,516	6,645
Calhoun	7,022 72	8,817 28	425 00	425 00	7,447 72	9,242 28	4,062	4,095
Clay	5,746 80	7,228 66	406 25	425 00	6,153 05	7,651 66	3,324	3,353
Doddridge	7,378 87	9,188 00	500 00	500 00	7,878 87	9,688 00	4,288	4,263
Fayette	19,581 30	28,954 10	500 00	500 00	20,081 30	29,454 10	11,326	13,434
Gilmer	6,867 12	8,610 37	500 00	500 00	7,367 12	9,110 37	3,972	3,995
Grant	3,993 72	5,034 74	406 25	425 00	4,399 97	5,459 74	2,310	2,336
Greenbrier	12,930 30	16,434 07	500 00	500 00	13,430 30	16,934 07	7,479	7,625
Hampshire	6,467 75	8,032 75	500 00	500 00	6,967 75	8,532 75	3,741	3,727
Hancock	3,927 91	4,976 55	300 00	300 00	4,227 91	5,276 55	2,272	2,309
Hardy	5,025 86	6,196 44	425 00	425 00	5,450 86	6,621 44	2,907	2,875
Harrison	16,175 17	20,867 50	500 00	500 00	16,675 17	21,367 50	9,264	9,682
Jackson	12,759 14	15,753 00	500 00	500 00	13,259 14	16,253 00	7,380	7,309
Jefferson	8,483 62	11,129 90	425 00	425 00	8,908 62	11,554 90	4,907	5,164
Kanawha	31,667 90	37,756 36	500 00	500 00	32,167 90	38,256 36	18,317	17,518
Lewis	8,587 35	11,032 91	500 00	500 00	9,087 35	11,532 91	4,967	5,119
Lincoln	11,006 06	13,757 20	500 00	500 00	11,506 06	14,257 20	6,366	6,383
Logan	5,724 33	7,136 15	262 50	350 00	5,986 83	7,486 15	3,311	3,311
Marion	17,430 58	22,029 20	500 00	500 00	17,930 58	22,529 20	10 082	10,221
Marshall	11,279 22	13,931 78	500 00	500 00	11,779 22	14,431 78	6,524	6,464
Mason	13,450 70	16,207 77	500 00	500 00	13,950 70	16,707 77	7,780	7,520
Mercer	15,805 43	21,378 31	500 00	500 00	16,305 43	21,878 31	9,142	9,919
Mineral	8,003 00	10,151 40	425 00	481 25	8,428 00	10,632 65	4,629	4,710
Mingo	7,849 12	12,192 42	425 00	425 00	8,274 12	12,617 42	4,540	5,675
Monongalia	10,065 60	13,119 23	500 00	500 00	10,565 60	13,619 23	5,822	6,087
Monroe	7,731 56	10,002 70	500 00	500 00	8,231 56	10,502 70	4,472	4,641
Morgan	4,178 71	5,258 90	350 00	350 00	4,528 71	5.608 90	2,417	2,440
McDowell	11,552 38	15,593 50	500 00	500 00	12,052 38	16,093 50	6.682	7,235
Nicholas	8,194 90	10,890 66	500 00	500 00	8,694 90	11,390 66	4.740	5,053
Ohio	5,669 00	7,575 82	350 00	350 00	6,019 00	7,925 82	3,279	3.515
Pendleton	5,720 88	7,110 30	481 25	500 00	6,202 13	7,610 30	3,309	3,299
Pleasants	4,877 18	6,189 97	350 00	350 00	5,227 18	6,539 97	2,821	2,872
Pocahontas	5,261 00	7,172 80	500 00	500 00	5,761 00	7,672 80	3,043	3.328
Preston	12,783 35	16,472 86	500 00	500 00	13,283 35	16,972 86	7,394	7,643
Putnam	10,164 09	12,908 01	500 00	500 00	10.664 09	13,408 01	5,879	5.989
Raleigh	9,567 63	12,563 16	500 00	500 00	10,067 63	13,063 16	5,534	5,829
Randolph	10.890 22	14.168 85	500 00	500 00	11,390 22	14,668 85	6,299	6,574
Ritchie	10,563 46	13,162 33	500 00	500 00	11,063 46	13,662 33	6,110	6,107
Roane	13,142 95	16,341 40	500 00	500 00	13,642 95	16,841 40	7,602	7,581
Summers	10,051 71	13,069 65	500 00	500 00	10,551 71	13,569 65	5,814	6,064
Taylor	3,995 45	5.422 70	350 00	350 00	4,345 45	5,772 70	2,311	2,516
Tucker	7.437 65	9,660 00	425 00	481 25	7,862 65	10,141 25	4,302	4,482
Tyler	9,344 60	11,360 51	500 00	500 00	9,844 60	11,860 51	5,405	5,271
Upshur	8,946 96	11,024 30	500 00	500 00	9,446 96	11,524 30	5,175	5,115
Wayne	12,828 30	16,087 06	500 00	500 00	13.328 30	16,587 06	7,420	7,464
Webster	5,833 25	7,603 84	500 00	500 00	6,333 25	8 103 84	3 374	3,528
Wetzel	14,169 90	17,841 47	500 00	500 00	14.669 90	18,341 47	8.196	8,278
Wirt	5,824 60	7,134 00	425 00	425 00	6,249 60	7,559 00	3.369	3,310
Wood	9,692 11	12,343 33	500 00	500 00	10,192 11	12.843 33	5,606	5,727
Wyoming	6,120 27	7,468 06	425 00	425 00	6.545 27	7,893 06	3,540	3,465
Ceredo	1,251 71	1,517 30	.....	.....	1.251 71	1.517 30	724	704
Charleston	7,496 43	9,731 10	.....	.....	7.496 43	9.731 10	4,336	4,515
Grafton	3,373 05	4,588 60	.....	.....	3.373 05	4,588 60	1,951	2,129
Huntington	7,878 50	11,938 10	.....	.....	7.878 50	11.938 10	4,557	5,539
Martinsburg	4,239 22	5,302 00	.....	.....	4.239 22	5.302 00	2.452	2,460
Moundsville	3,810 45	4.786 87	.....	.....	3,810 45	4.786 87	2.204	2,221
Parkersburg	8,291 71	10.679 44	.....	.....	8,291 71	10,679 44	4.796	4,955
Wheeling	19,147 35	22,815 85	.....	.....	19,147 35	22,815 85	11,075	10,586
Total	$575,637 68	$737,237 29	$25,306 25	$25,562 50	$600,943 93	$762.799 79	332,862	342,060

FRANCES H. PIERPONT,

Governor of the Restored Government of Virginia, whose statue in marble is one of West Virginia's contributions to Statuary Hall, Washington.

Mall

CONDITIONS OF THE SCHOOL FUND ON THE THIRTIETH DAY OF JUNE, 1906.

Date	INVESTMENTS — Bonds	No.	Serial Number	Redeemable	Interest — Rate	Interest — Payable	Denomination	Amount
Nov. 10, 1899	Alderson Town, Monroe County	4	1 to 4	Nov. 10, 1914	6	Nov. 10.	$ 500 00	$ 2,000 00
Jan. 1, 1896	Berkeley County	170	61 to 230	Jan. 1, 1929	4	Jan.-July	500 00	85,000 00
Oct. 1, 1902	Bradford Building Company	100	1 to 100	1907-1922	5	April 1, Oct. 1	500 00	50,000 00
Jan. 1, 1902	Braxton County	60	1 to 60	1912-1935	4	Jan. 1, July 1	500 00	30,000 00
Aug 10, 1901	Buckhannon, Upshur County	190	1 to 190	1906-1921	4	Aug. 10.	100 00	19,000 00
June 1, 1900	Cabell County	60	1 to 60	June 1, 1905	4	June 1	1,000 00	60,000 00
Oct. 1, 1902	Cairo Water Works, Ritchie County	40	1 to 40	1912-1922	4	Oct. 1	100 00	4,000 00
Nov. 1, 1896	Charleston Independent School District	5	1 to 5	Nov. 1, 1926	6	Nov. 1	1,000 00	5,000 00
Sept. 1, 1903	Charleston Milling & Produce Company	95	1 to 95	1906-1923	5	Sept. 1	500 00	47,500 00
June 1, 1904	Citizens Building Association of Parkersburg	5	1 to 5	Oct. 1, 1906	4½	April 1, Oct. 1	10,000 00	50,000 00
Oct. 1, 1894	Clay County	15	4, 11, 12 and 14 to 25	Oct. 1, 1928	6	Oct. 1	1,000 00	15,000 00
Jan. 1, 1902	Clay County 5 per cent. Bonds	30	1 to 30	On or before	5	Jan. 1	1,000 00	30,000 00
		20	31 to 50	Jan. 1, 1933	5	Jan. 1	500 00	10,000 00
June 15, 1893	Elizabeth Ind. School Dist., Wirt County	12	1 to 12	June 15, 1913	6	June 15	500 00	6,000 00
April 27, 1898	Elizabeth District, Wirt County	25	1 to 25	May 1, 1928	5	May 1	500 00	12,500 00
Dec. 5, 1902	Exchange Building Association, Parkersburg	6	1 to 6	Dec. 5, 1912	4½	June 5, Dec. 5	10,000 00	60,000 00
Jan. 1, 1902	Greenbrier District, Summers County	110	1 to 110	Jan. 1, 1917	4	Jan. 1	100 00	11,000 00
May. 1, 1903	Hotel Kanawha Company	90	1 to 90	1903-1908	5	May 1, Nov. 1	500 00	45,000 00
Dec. 19, 1902	Huntington Dist., Board of Edu'tion School Bonds	50	1 to 50	1912-1932	4	Dec. 19	500 00	25,000 00
Aug. 5, 1898	Kingwood Town, Preston County	10	1 to 10	1908-1928	5	Aug. 5	100 00	1,000 00
		14	15 to 28	1908-1928	5	Aug. 5	500 00	7,000 00
July 1, 1902	New Cumberland	200	1 to 200	1912-1936	4	July 1	100 00	20,000 00
Sept. 22, 1897	Parkersburg District, Wood County	87	1 to 87	Oct. 1, 1927	5	Oct. 1	1,000 00	87,000 00
Sept. 1, 1901	Point Pleasant Town, Mason County	60	1 to 60	1911-1935	4	Sept. 1	500 00	30,000 00
May 20, 1899	Ravenswood Independent School District	11	9 to 19	1909-1919	4	May 1, Nov. 1	500 00	5,500 00
Dec. 16, 1901	Ravenswood Town Electric Light Jackson County	70	1 to 70	1911-1935	4	Dec. 16	100 00	7,000 00
Sept. 1, 1905	Ripley Ind. School District, Jackson County	98	1 to 98	1910-1925	5	Sept. 1	100 00	9,800 00
Aug. 1, 1902	Ronceverte, Town of, (water works and sewerage)	36	1 to 36	1912-1932	5	Sept. 1	500 00	18,000 00
July 15 1903	Ronceverte, Town of, Greenbrier County	10	1 to 10	Any time after 1913	6	July 15	500 00	5,000 00
July 1, 1895	Spencer Independent School Dis., Roane County	80	1 to 80	1900-1925	6	July 1	100 00	8,000 00
Sept. 22, 1897	Tygart District, Wood County	5	1 to 5	Oct. 1, 1927	5	Oct. 1	1,000 00	5,000 00
July 3, 1900	Welch Town, McDowell County	50	1 to 50	1910-1925	4	Jan. 1	100 00	5,000 00
Nov. 1, 1881	Wheeling City	130	Not Con.	1891-1921	4½	Nov. 1	100 00	13,400 00
Nov. 1, 1881	Wheeling City	10	Not Con.	1891-1921	4½	Nov. 1	500 00	5,000 00
Nov. 1, 1881	Wheeling City	7	Not Con.	1891 1921	4½	Nov. 1	1,000 00	7,000 00
April 2, 1906	Williamson City, Public Improvement	73	1 to 73	1916-1936	6	April 2	500 00	36,500 00
								$ 837,200 00

	LOANS							
April 4, 1906..	Case Manufacturing Company	1		April 14, 1912	5	Oct. 17, April 17.	8,800 00	$ 8,800 00
Feb. 16, 1908..	Hawkins, E. B	1		Feb. 16, 1908	5	Feb. 16	40,000 00	40,000 00
Nov. 28, 1902.	Lewisburg Female Institute	1		Nov. 28, 1907	5	May 28, Nov. 28.	10,000 00	10,000 00
		1		Nov. 28, 1905	5	May 28, Nov 28.	5,000 00	5,000 00
March 31, 1903	Pence, A. P.	1		March 31, 1913	5	Sept. 30, Mar. 31	9,000 00	9,000 00
								$ 72,800 00
	STOCKS							
July 5, 1870...	First National Bank, Fairmont	1,000	Cert. No. 14			Jan. 15, July 15...	50 00	$ 50,000 00
June 6, 1870...	Parkersburg National Bank, Parkersburg	400	Cert. No. 70			Jan., July	100 00	40,000 00
								$ 90,000 00
	Total Investments, Bonds, Loans and Stocks							$1,000,000 00
	Total Amount of the School Fund, June 30, 1906							1,000,000 00

Early Education in West Virginia.

BY

VIRGIL A. LEWIS, M. A.,

STATE HISTORIAN AND ARCHIVIST.

Lord Bacon has said that "Knowledge is Power." He did not say that knowledge is virtue or that knowledge would necessarily bring happiness to its possessor. Yet, the experience of all ages has proved that an educated people will, other things being equal, be the most industrious most prosperous and most virtuous, and, therefore, the most happy And since the light of revealed knowledge has dawned upon the world, the necessity for education has become vastly more apparent.

Some one has said that History is but "a record of bleeding centuries preserved by the book-keepers of the nation." This is in great part true, for it is little else than a story of war, plunder, devastation and desolation. But there are some noted exceptions. It was the boast of J. R. Green, the author of the "History of the English People," that, therein, he had given more space to Chaucer than to Creasy; to Caxton than to the strife between the Yorkists and the Lancastrians; to the poet and historian than to the soldier, mariner, or crusader; to the founding of Oxford University than to the battle of Waterloo; to intellectual advancement than to the record of the slaughter of men and the desolation of homes. In this he did right for the world of today cares not so much for the records of the wars of a state or nation as for the story of its intellectual development. West Virginia was once a land of block-houses, forts, and stockades; now it is a land of school-houses. The story of the transition from the one to the other is an interesting one, for it tells how the mental activities of the people have kept pace with the material development of this Trans-Allegheny region.

THE FIRST ATTEMPT TO FOUND AN ENGLISH SCHOOL IN AMERICA

For many years the history of West Virginia is a part of that of Virginia, and if we would learn its story we must look beyond the Blue Ridge, even to the shores of the Chesapeake, for the causes which have acted in advancing or retarding the progress of the first settlers of the State and of their immediate descendants as well. The earliest English settlement in America was made in 1607, at Jamestown on the banks of the historic James river. This was thirteen years and six months before a single white man found a home on the shores of New England.

THE UNIVERSITY OF HENRICO

Many of the foremost literary men and profoundest scholars of England were members of the Virginia Company of London; and George Percy, John Porey, Alexander Whitaker, George Sandys, and others who had come to the Colony were educated men. Hence we are not surprised to find the Company, after having established representative government in Virginia—the first in America—engaged in an effort to found, on the banks of the James, in 1619, the first educational institution in North America north of the parallel of Mexico. This was to be the University of Henrico and its location was to be on the northern or eastern bank of the James river, ten miles below the Falls—now Richmond. Here the Company, on the recommendation of its treasurer, Sir Edwin Sandys, donated, or set aside, fifteen thousand acres of land and furnished one hundred tenants to cultivate this for the support of the College. King James I, a friend of the proposed school issued instructions to the bishops of England to collect money to build a University in Virginia. In these he said: "Wherefore, do we require you and hereby authorize you to write letters * * * * to zealous men of the diocese, that they may, by their own example in contribution and by exhortation to others, move the people within the several charges to contribute to so good a work * * * to be employed for this goodly purpose and no other." Fifteen hundred pounds—more than seven thousand dollars—were thus collected. Then there were private donations and bequests. Gabriel Barker, a member of the Company, gave five hundred pounds for the education of Indian children in the institution; a person unknown sent a communion table for the University; still another, who concealed his identity, gave many excellent books to the value of ten pounds, together with a map "of all that coast of America." Nicholas Farrar gave by will three hundred pounds for the same object; Reverend Thomas Bargrave, a minister in the Colony, gave a library valued at one thousand marks; and the inhabitants along the banks of the James made a contribution of fifteen hundred pounds to build a house of entertainment at Henrico—the proposed seat of the University. In mid-summer of this year, George Thorpe, the Superintendent of the School—the first English school teacher in America—arrived in Virginia, and fixed his residence at Henrico, where work on the institution began. In October, 1621, Sir Francis Wyatt, Governor of the Colony, arrived at Jamestown bringing a series of instructions from the Company for his own guidance, and one of these was that he should see to it that every town or borough "have taught some children fit for College." It is fair to presume that in compliance with this requirement he caused schools to be established for this purpose.

THE EAST INDIA SCHOOL AT CHARLES CITY

But still another effort was made to found thus early, a school in Virginia. In 1621, Rev. Patrick Copeland, Chaplain of the East India ship, the "Royal James," collected from the mariners and passengers when homeward bound to England, the sum of seventy pounds, eight

shillings and six pence, to aid in founding a seminary or preparatory school at Charles City in Virginia, to be known as the East India School. Other donations of money and books were made in England. The Virginia Company of London appropriated a thousand acres of land with five tenants to aid in its support. The good ship "Abagail" brought over a number of mechanics, ship-carpenters and others; also, "a select number to build the East India School at Charles City." Its projector, Rev. Patrick Copeland, was chosen its Rector, but for reasons now to appear, he never crossed the ocean.

DEATH, WRECK AND RUIN

A terrible tragedy now darkened all the land of Virginia. O-pach-an-ca-no resolved to destroy the colony and in the Indian massacre on March 22, 1622, three hundred and forty-seven of the settlers fell in death at the hands of a barbarous and perfidious people. Superintendent Thorpe and seventeen of the people of the University of Henrico, were among the slain, and five victims fell at Charles City, the seat of the East India School. Whether these last were the five tenants sent by the Company to till its lands cannot now be known, but it is probable that they were. The direful calamity stayed the progress of education in the Colony. Had it not been so the East India School and the University of Henrico, with equipment, and preparatory schools "teaching some children fit for the College" would have begun its work fifteen years before Harvard, seventy-two years before William and Mary opened its doors to students and eighty years before Yale had an existence.

EDUCATION IN VIRGINIA BEFORE THE REVOLUTION

In 1624, two years after the massacre, King James, by *quo warranto* proceedings, dissolved the Virginia Company of London, and Virginia became a Crown Colony. The Established Church of England had already divided the settled portion of the Colony into parishes and it was in these that Sir Francis Wyatt, the governor, in 1621, was directed by the Company "to have taught some children fit for the College."

THE PARISH SCHOOLS—FREE SCHOOLS ESTABLISHED BY INDIVIDUALS

Wyatt's instruction was doubtless the origin of the Parish or Parochial Schools in Virginia. Thenceforth for more than a hundred years the records of the schools belong to the history of the Church rather than to the annals of the Colony. Therefore, historians of that time gave but little attention to educational matters. From the acts of the House of Burgesses we learn that in 1643, Benjamin Symms devised a freehold of two hundred acres on Poccosin river in Elizabeth City County for the support of a *free* school for the education and instruction of the children of the parishes of Elizabeth and Kiquotan. It also appears that, soon after, Thomas Eaton died, and having been prompted by the good intent of

Symms, left an estate in the same county for a similar purpose. In 1675 Henry Peasley devised by will six hundred acres of land in Gloucester county, for the maintenance of a *free* school for the education of the children of Abingdon and Ware parishes forever. It was known as the "Peasley Free School," and it continued its good work for full eighty years without interruption.

In 1660, the House of Burgesses provided for the establishment of a College, but there were delays and it was not until 1693 that William and Mary College, the oldest institution of learning south of the Potomac river, was opened for the admission of students.

John Burk, the Virginia historian, writing in 1804, of the conditions in the Colony immediately preceding the Revolution, says: "Although the arts by no means kept pace with commerce, yet their infant specimens gave a promise of maturity and glory. The science of education had gradually become more liberal and men of erudition, attracted by the rising fame of the Colony, and the generous patronage of the Legislature, abandoned their countries and came as teachers to Virginia. The College of William and Mary had been open for three-quarters of a century and many young men who were to be among the founders of this nation, thereby raising high their own fame and the glory of their country, had already gone out from its walls.

EDUCATION IN VIRGINIA AFTER THE REVOLUTION

With the close of the Revolution, the Established Church ceased to exist in Virginia, and the titles to the Glebe lands and other property vested in the State, or rather in the counties in which these were situated, and thus terminated the Parish Schools.

THE CHARITY SCHOOLS

This gave rise to what were known as "Charity Schools." The people of King George, New Kent, and other Parishes, petitioned the General Assembly for needed legislation in the disposition of this property, and in some, as in the first named county, free schools were established with the proceeds of its sales; while in others, among them New Kent, the funds were used for building houses and employing teachers for the education of poor children—hence the Charity Schools. Then, too, numbers of similar schools were established and maintained by charitably disposed persons for the children of indigent parents and the Charity Schools—free schools for poor children—became widely known in Virginia.

THE "PRIVATE" OR "SELECT" SCHOOLS

At the same time—the close of the Revolution—another class of schools known is "Private" or "Select" Schools came into operation. Their work was much the same as that of the old Parish Schools. They were established and maintained by a few families whose children were

the only pupils. In them teachers were employed and paid pro rata by patrons. They continued long and traces of them may still be found in the Virginias.

AN HISTORICAL VIEW OF THE OLD PART OF WEST VIRGINIA

Before proceeding to consider the beginnings of education in West Virginia, let us notice briefly the first settlements of white men within its borders. The "Eastern Pan-Handle," comprising the counties of Berkeley, Jefferson, and Morgan, and the Valley of the South Branch, in which are Hampshire, Hardy, and Pendleton counties, may be called the "Old Part of West Virginia." John Lederer, an Explorer sent out by Governor Berkeley, looked over on this region from the summit of the Blue Ridge in 1769; but no white man found a home within its borders until the coming of Morgan *ap* Morgan in 1727, when he reared his cabin home on the site of the present village of Bunkerhill, Berkeley county. The same year a band of Pennsylvania Germans, seeking homes, crossed the Potomac at the "Old Pack Horse Ford" and one mile above, on the south side of the river, amid the gray lime-stone, halted and founded a village which they named New Mecklenberg, from the old city of that name in the far away Fatherland. That was the beginning of Shepherdstown, now in Jefferson county. In 1732, Joist Hite, with a colony of sixteen families crossed the Potomac at the "Old Pack Horse Ford" and these found homes in the Lower Shenandoah Valley. In the years immediately following, daring frontiersmen built their cabins along the Opequon, Back creek, Tuscarora creek, Little and Great Cacapon and in the South Branch Valley. The region in which these settlements were made was, from 1720 to 1734, on the western outskirts of Spottsylvania county; from the last mentioned year to 1738, it was included in Orange county. That part of this county lying west of the Blue Ridge was at that date, divided into two counties—Frederick and Augusta—so named in honor of Frederick, Prince of Wales, and his highly esteemed consort, Augusta of Saxe-Gotha, who died sincerely lamented by the English nation. Frederick county then embraced all of the West Virginia settlements until 1754, when Hampshire county, named from old Hampshire in England, was formed from western Frederick so as to include the whole of the South Branch Valley. In 1772, Frederick was divided into three parts and Berkeley county formed from its northern third in which were chiefly the West Virginia settlements then existing. From eastern Berkeley, Jefferson county was set off in 1801; and From its western part, Morgan county was formed in 1820. These three counties now form the "Eastern Pan-Handle" of the State. The District of West Augusta was formed west of Hampshire county in 1776, and from it the same year the counties of Monongalia, Ohio, and Youghiogheny were created, but the latter was extinguished by the western extension of Mason and Dixon's Line. Further to the southward, Greenbrier county was formed in 1777, from parts of Botetourt and Montgomery counties which had been set off previously from West Augusta. Kanawha county was taken from Western Greenbrier in 1789. Thus was county organization extended

over this trans-Allegheny Region—West Virginia even to the Ohio River. Herein we are not to look for the beginnings and development of education.

EDUCATION IN WEST VIRGINIA BEFORE THE REVOLUTION

But little can be known of the first schools in West Virginia in the early years of its settlement, for from the year 1727, when Morgan *ap* Morgan, the first settler within the bounds of the State, reared his cabin home, until General Wayne, in 1794, broke the savage power at the battle of Fallen Timbers on the Maumee river—a period of sixty-seven years—there was little else than savage warfare in West Virginia. In these days of alarm, of midnight burnings, of the rencounter of the rifle, of the tragedy of the tomahawk and scalping knife; when the people were confined in frontier forts, block-houses, and stockades, there could be but little time for education, for culture or refinement. Yet, strange as it may seem, the little log schoolhouse might be seen here and there in the deep recesses of the wilderness long before the Revolution. The earliest reference to a West Virginia school house which the writer has seen is that contained in an entry in the journal of George Washington, when in 1747, he was surveying lands for Lord Fairfax on the Upper Potomac, and in the South Branch, Cacapon and Patterson Creek Valleys in the Old Part of West Virginia. On the 18th of August of that year, he surveyed a tract by beginning at a station in "the School House Old Field." But no stream or other object is mentioned by which this location can be determined, nor can this be done by any contemporary surveys. It is believed to be far up the South Branch Valley, at what is known as the "Indian Old Fields" in Hardy county.

The first definite mention regarding a school in the South Branch Valley is, that a man of the name of Shrock began teaching in a cabin at Romney, the seat of justice of Hampshire county, in 1753—one hundred and fifty-four years ago—and continued for several terms, then went—none knew whither. That was not a long time ago, but it was two years before the beginning of the French and Indian War; ten years before the fall of Quebec; twenty-one years before a white man found a home in Kentucky, and twenty-three years before the signing of the Declaration of Independence.

The Parish Schools so common in Virginia east of the Blue Ridge and in the Upper Shenandoah Valley, were almost unknown in what is now West Virginia. Old Frederick Parish included the early West Virginia settlements in what are now Hampshire, Hardy, Berkeley, Morgan, and Jefferson counties, and as these were formed other parishes were created but there is little evidence of the existence of Parish Schools therein.

EDUCATION IN WEST VIRGINIA AFTER THE CLOSE OF THE REVOLUTION

In June, 1776, Virginia adopted a Constitution—the first framed for an American State—and there was not the slightest reference, even that of a word, relating to education. The State began her existence without any legal provision whatever relating to schools, in her organic law.

ALEXANDER L. WADE

For more than a half century Prof. Wade was engaged in educational work in West Virginia. He served as teacher, principal and superintendent of schools, and he originated the plan for grading country schools. His book on this subject entitled "A Graduating System for Country Schools," was widely circulated and the system is now adopted in many parts of the country.

In closing some reminiscences Prof. Wade said: *"I am glad I was called to be a teacher; and though I say with humility that my work has always seemed very imperfect, I have ever had as my ideal the example of the Man of Galilee who went about doing good and who was called the 'Great Teacher.'"*

Prof. Wade died at Richmond, Va., May 2, 1904.

Bibliotheca Alexandrina

The Charity Schools before described can scarcely be said to have had any existence west of the Blue Ridge. A few, however, appear to have been opened in Berkeley, Hampshire, and some of the more western counties as they then were. J. E. Norris, the historian of the Lower Shenandoah Valley, says: "These Charity Schools were sometimes maintained at the expense of the towns where they were located, and others were established and supported by the generosity of individuals, and none but extremely poor parents ever thought of sending their children to them, they being patronized by orphans and very indigent persons." As late as 1817, the General Assembly provided that all moneys in the hands of any county or corporation acquired from the sale of glebe lands should be applied to the education of poor youth therein. This act, however, was chiefly operative in the eastern part of the Commonwealth. As before stated the "Private" or "Select" schools were long in operation and did good work. Similar schools in modified forms still exist in West Virginia.

THE COMMON PRIMARY SCHOOLS

We are now to notice the most important system of schools that ever had existence on the Virginia frontier—now West Virginia. These, known as Common Primary Schools, were established as pioneer schools by the frontiersmen who assembled in their respective neighborhoods, erected the school houses at their own expense, and then employed the teachers. These schools differed from the "Private" or "Select" schools in this: They were open to *all* children of *all* parents who were able and willing to pay tuition. They were the historic schools of early West Virginia. Thousands of them were established in the long period through which they continued, for under the name of "Old Field Schools" they were in operation nearly a hundred years. They are to receive notice more fully as this article progresses.

THE FIRST PUBLIC SCHOOL THAT AFFECTED WEST VIRGINIA

Notwithstanding the lack of constitutional authority, the General Assembly, on December 26, 1796, enacted the first Virginia School Law that in any way affected West Virginia. At that time, ten of the present West Virginia counties had an existence; these were Hampshire, Berkeley, Monongalia, Ohio, Greenbrier, Harrison, Hardy, Randolph, Pendleton, and Kanawha, formed in the order named. This act was called the "Aldermanic School Law," and it contained a preamble in which it was said that "Whereas it appeareth that the great advantages which civilized and polished nations appear to enjoy, beyond the savage and barbarous nations of the world, are principally derived from the invention and use of letters, by means whereof the knowledge and experience of past days are recorded and transmitted, so that man, availing himself in succession of the accumulated wisdom and discoveries of his predecessors, is enabled more successfully to pursue and improve not only those acts which contribute to the support, convenience and ornament of life, but to those also which tend to illumine and ennoble his understanding and his nature." Further, that "if the minds of the citizens be not rendered liberal and humane, and be not fully impressed with the importance of the priciples from which

these blessings proceed, there can be no real stability or lasting permanency of the liberty, justice and order of a republican government."

With a view, therefore, to lay the first foundation of a system of education which should tend to produce these desirable results, it was provided in this act that in each county of the State, the people should annually elect "three of their most honest and able men" to be called Aldermen of the county; that these should meet annually on the second Monday in May, at their court house, there to consider the expediency of putting the act into execution, having regard to the state of the population within the county; that if this was deemed best, they should proceed to divide the county into sections, regulating the size of these so that each should contain a sufficient number of children to make up a school; that each section should be given a particular name; that a list of these names should be supplied to the clerk of the county court who was required to make record thereof in his office; that these should remain unaltered until a change was rendered necessary by an increase or decrease in inhabitants, and that the succeeding Aldermen should make such change as the county court directed. After this action had been taken by the Aldermen, it was made the duty of the householders of each section to meet on the ensuing first Monday in September at such place as the Aldermen should have designated and given notice of; and when thus assembled they should agree upon the most available site for the location of a schoolhouse. If a tie resulted, it was the duty of the Aldermen living outside the section to cast the deciding votes. A site having thus been chosen, the Aldermen were at once to proceed to have a school house erected, kept in repair, and rebuilt when necessary; but in the latter case the householders were again to assemble and determine whether this should be upon the same site or another.

When the house was ready for occupancy, it was the duty of the Aldermen to select a teacher for the school who might be removed by them for cause; and it was their duty, or at least one of them, to "visit the school once in every half year at least," examine the pupils, and superintend the conduct of the teacher in everything relative to his school, in which the law declared "there shall be taught reading, writing, and common arithmetic; and all free children, male and female, resident within the respective sections, shall be entitled to receive *tuition gratis*, for the term of three years; and as much longer at private expense as their parents, guardians, or friends shall think proper." The expense of building the house and the salary of the teacher in the different sections, was defrayed by the inhabitants of each county in proportion to the amount of their public assessments and county levies. This was to be ascertained by the Aldermen of each county respectively, and *to be collected by the sheriff just as other public taxes are collected;* and it was made the duty of this official to pay all school money to the Alderman. Such was Virginia's first Free School Law, enacted one hundred and eight years ago, by the provisions of which, schoolhouses were to be erected and teachers employed at public expense; and *all* children were to have three years schooling, *tuition gratis*.

This was made operative from and after the first day of January, 1797. As stated there were at that time ten of the present West Virginia counties then existing and they covered the entire area of the present State. How many of them put into force and operation "The Public School Law of 1796" can now only be learned by investigation and research among the musty and dusty records of more than a century ago. But action was taken by at least some, perhaps all of them, for certain it is that at the beginning of the century ensuing, schools were established here and there over West Virginia where there was a sufficient population. The Indian wars were past. The frightful warwhoop of the savage was no more heard south of the Ohio; and these frontiersmen, brave as ever dared the perils of the wilderness, did assemble, select sites, and provide for the building of schoolhouses, whether in the section as prescribed by the "Law of 1796," the cost of erection to be defrayed by taxation, or by their own hands and at their own cost, certain it is that they were provided and in them began a system of schools ante-dating the Louisiana Purchase and the admission of Ohio into the Union.

THE LITERARY FUND OF VIRGINIA AS AN EDUCATIONAL FACTOR IN WEST VIRGINIA

We are now to make inquiry regarding what was known for more than fifty years as the "Literary Fund of Virginia." Prior to 1776—the beginning of the Commonwealth—escheats, penalties, and forfeitures in the Colony went to the King. From the last mentioned date to 1809—a period of thirty-three years—the moneys derived from these sources were placed to the credit of the General State Fund. But in Section 1 of Chapter XIV of the Acts of 1809, it was provided "That all escheats, confiscations, forfeitures, and all personal property accruing to the Commonwealth as derelict and having no rightful owner, which have accrued since the second day of February one thousand eight hundred and ten, and which shall hereafter accrue to the Commonwealth, be, and the same are hereby *appropriated to the encouragement of learning;* and that all militia fines and the arrears thereof, due to the Commonwealth on the eleventh day of February, one thousand eight hundred and eleven, and thenceforth accruing or to accrue, be also and the same are hereby appropriated to the *encouragement of learning.*

The act which thus created the "Literary Fund" declared that it should "be appropriated to the sole benefit of a school or schools to be" kept within each and every county in the Commonwealth, subject to such orders and regulations as the General Assembly shall hereafter direct. And, whereas, the object aforesaid is equally humane, just and necessary, involving alike the interests of humanity and the preservation of the Constitution, laws and liberty of the good people of this Commonwealth; this present General Assembly solemnly protests against any other application of the said Fund by any succeeding General Assembly to any other object than *the education of the poor.*"

In 1810, the Auditor of Public Accounts was directed by Act of the Assembly to open an account to be designated "The Literary Fund" and to place to its credit every payment made on account of any of the escheats, confiscations, forfeitures, fines and penalties appropriated to the encour-

agement of learning. In the same year the Governor, Lieutenant-Governor, Treasurer, Attorney-General, and President of the Court of Appeals, and their successors in office were constituted a body corporate under the name and style of the "President and Directors of the Literary Fund," of which the Governor was the presiding officer. It was to make an annual report to the General Assembly showing the condition of the funds committed to its care, with such recommendations for the improvement thereof as seemed advisable. For the speedy and certain collection of all moneys due to the Literary Fund, the President and Directors were required to appoint in each county an attorney or agent who acted without any fee or emolument in reporting all funds due to or collected and not paid into the State Treasury to the credit of the Literary Fund, which the President and Directors were empowered to invest in the stock of banks within the Commonwealth.

On the 9th of February, 1814, it was enacted that the titles to all lands and lots forfeited for the non-payment of taxes should vest in the President and Directors of the Literary Fund, and all tax thereon be extinguished, and all moneys afterwards received from the redemption or sale of these lands and lots were absolutely deemed to be a part of the Literary Fund.

On the 20th of February, 1812, the General Assembly authorized the Farmer's Bank of Virginia to make loans to the National Government to aid it in the prosecution of the Second War with Great Britain; and by an act of February 24, 1816, the Literary Fund was largely increased by the donation or appropriation to it of these loans as they were paid back by the United States.

THE APPLICATION OF THE LITERARY FUND

It is seen that the primary object of the creation of the Literary Fund was the education of the children of indigent parents—that is of the poor youth of the Commonwealth. For the purpose of carrying into effect this primary object of its institution, the Assembly, in 1817, directed the President and directors to set apart annually the sum of $45,000 to be paid to the several counties in such proportion as the free white population of each bore to that of the whole State. At the same time it was made the duty of the court of each county to appoint not less than five nor more than fifteen discreet persons to be called "School Commissioners" who were to meet annually in November at the Court House and to hold such extra meetings as might be necessary. A majority formed a quorum. One of the members was elected Treasurer and authorized to receive for his county its quota of the Literary Fund. Before doing this he was required to give bond in the penalty of two thousand dollars payable to the President and Directors of the Literary Fund.

The commissioners had power to determine what number of poor children they would educate in their county; what sum should be paid for their education; to authorize each of themselves to select so many children as they may deem expedient, and to draw orders upon their treasurer, for the payment of the expense of tuition and of furnishing such children with proper books and materials for writing and ciphering. The poor chil-

dren thus selected were (with the assent of father, mother, or guardian) sent to such school as was most convenient, therein to be taught reading, writing and arithmetic.

The said school commissioners were required to present annually a statement to the President and Directors of the Literary Fund, exhibiting the number of schools and indigent children in their county; the price paid for their tuition; the number of indigent children educated in such schools; and what further appropriation from the Literary Fund would, in their opinion, be sufficient to furnish the means of education to all the indigent children in their county.

In 1817, the sum of $15,000 per annum was appropriated out of the resources of the Literary Fund for the purpose of procuring land and permanently endowing the University of Virginia; but it was declared that this should in no wise impair or diminish the appropriation made for the education of the poor in the several counties of the Commonwealth. January 25, 1819, an additional $20,000 was appropriated out of the revenue of the Literary Fund for the education of the poor; but this was repealed at the same session by an act of March 3, 1819. On the same date the Assembly passed an act to reduce into one act the several acts concerning the Literary Fund. This took effect January 1, 1820, when all legislation relating to the Literary Fund previously to that date was in full force and operation. The fund increased rapidly and on the 30th of September, 1833, it amounted to $1,551,837.47, of which $1,501,803.34 was profitably invested in stocks and bonds. The appropriation for the education of poor children had, in the past thirteen years, been largely increased.

EDUCATION IN WEST VIRGINIA IN THE EARLY PART OF THE NINETEENTH CENTURY

We have seen how the "Aldermanic School Law" was enacted in 1796, and how the "Common Primary Schools' previously existing were so modified by it that all white children might attend them *three years tuition gratis*. To that extent they were *free schools*. And this very fact, of itself, developed opposition to them. The people—some of them—had in mind the poverty feature of the old Charity Schools of other days. "Hence there was," says Norris, an author before quoted, "a certain stigma attached to these lower schools, not alone for the contact with poor children, whose rude manners may have been entailed upon them by an idle and dissolute father, or worthless mother, but from the innate Virginia idea of independence; that sense of not being dependent upon their fellow men or the State, for material support or assistance, especially in the matter of the education of their children. This feeling, the result of experience in this regard, was ingrained and set." This, of itself, produced much of the illiteracy of the Commonwealth. But a large part of the people patronized these schools and when the three years of *tuition gratis* were passed, paid tuition and kept their children in school. Very many of these frontiersmen—pioneers of the wilderness—were unable to do this, and the short term of but a few months, the three years of *free school* afforded, gave but scant opportunity for the education of their children who thus grew up in ignorance if not in illiteracy. It was to meet these condi-

tions that the Literary Fund was created, and it became a mighty educational factor despite the refusal to accept its benefactions by so many of those for whom they were intended.

A VIEW OF EDUCATIONAL CONDITIONS IN WEST VIRGINIA IN 1833

A view of educational conditions in 1833, will be of interest. This date has been selected because it is just thirty years before West Virginia was admitted into the Union and that period may be said to have been the "boyhood days" of the men who made the State.

The Common Primary Schools under the provisions of the "Aldermanic School Laws of 1796" were in operation, as were other schools of higher order. Joseph Martin's "Gazeteer of Virginia," published at that time shows that schools of various grades existed generally throughout West Virginia. Of the many he mentions a few. Evidence the following: At Martinsburg there was one male and one female academy and three common schools; at Wellsburg, one academy in which were taught the Greek and Latin languages, with three female and one male English school; at Barboursville, one common school; at Guyandotte, one primary school; at Anthony's Creek, three common schools; at Frankfort, two common schools, one for males and one for females; at Lewisburg, one academy and one common school; at Cold Stream Mill, one classical school; at Springfield, one Seminary in which were taught all the necessary branches of an English education; at Trout Run, one common school; at Bridgeport, one common school; at Clarksburg, one academy and two common schools; at Lewisport, one common school; at Pruntytown, one common school; at Shinnston, one common school; at Ripley, one common school; at Ravenswood, three common schools; at Charles Town, one academy and several other schools; at Harpers' Ferry, two academies—one male and one female—and two common schools; at Middleway, two common schools; at Charleston one academy and one infant school—kindergarten, the first in the State; at Buckhannon, schools taught in the winter; at Leading Creek, two common schools; at Weston, one common school; at Ballardsville, two schools in which were taught all the branches of an English education; at Point Pleasant, one common school; at Blacksville, one common school; at Glenville, one common school; at Polsley's Mills, one common school; at Morgantown, one academy, of two departments in which were taught the languages, painting, drawing, etc., and one common school; West Liberty, one academy and two common schools; at Huntersville, one school in which the ordinary branches of an English education were taught; at Brandonville one common school; at Beverly, one common school; at Middlebourne, one common school; at Parkersburg, three common schools.

The revenues of the Literary Fund, which, as we have seen, amounted at this time to more than a million and a half of dollars, were also being used to advance educational interests. There were then twenty-four of the present counties of West Virginia checkered on the map of Virginia. These were Berkeley, Brooke, Cabell, Fayette, Greenbrier, Hampshire, Hardy, Harrison, Jackson, Jefferson, Kanawha, Lewis, Logan, Mason, Monongalia, Monroe, Nicholas, Ohio, Pendleton, Preston, Pocahontas, Ran-

dolph, Tyler, and Wood. The operations of the President and Directors of the Literary Fund for the year 1833, may be seen by the following table in which is shown for the several counties, the number of school commissioners, of common primary schools, of poor children, of poor children sent to school, the aggregate day's attendance of poor children in school; the average day's attendance at school of each poor child, the average rate of tuition *per diem* for each poor child, the average amount paid from the Literary Fund for each poor child, and the total amount of expenditures of the Fund in each county.

TABLE SHOWING SCHOOL STATISTICS BY COUNTIES IN WEST VIRGINIA SEPTEMBER 30, 1833.

COUNTIES	No. of School Commissioners in each county.	No. of common primary schools attended by poor children.	No. of poor children in each county.	No of poor children sent to school.	Aggregate number of days attendance of poor children at sch'l.	Average number of days attendance of each poor child at school.	Rate of tuition *per diem* in each county.	Average amount paid from literary fund for each child.	Total amount of expenditures in 1833 for tuition and other expenses in each county.
Berkeley	15	34	530	349	24,518	70	3¼	$ 2 45	$ 854 14
Brooke	9	29	410	268	19,383	72	2⅛	1 98	530 13
Cabell	7	17	200	117	6,399	55	4	2 40	287 76
Fayette	*								
Greenbrier	10	20	500	239	21,106	56	4	2 25	537 90
Hampshire	11	48	800	545	22,048	40	4	1 67	912 14
Hardy	15	21	250	100	7,646	76	4	3 32	332 23
Harrison	15	86	900	754	36,200	48	2½	1 29	976 13
Jackson	*								
Jefferson	14	31	350	217	17,105	78	4	3 25	706 26
Kanawha	14	24	450	298	19,217	64	4	2 73	814 72
Lewis	9	34	500	235	11,654	50	2½	1 30	304 99
Logan	*								
Mason	9	19	175	127	6,697	53	3¾	2 23	283 41
Monongalia	9	80	1,000	637	32,341	51	2½	1 31	889 15
Monroe	11	25	450	192	10,454	54	3½	2 05	395 40
Nicholas	7	18	150	99	5,214	52	3	1 82	179 80
Ohio	10	40	500	282	23,032	81	21-12	1 84	520 06
Pendleton	15	36	400	356	14,298	40	3¾	1 45	515 43
Preston	7	23	220	190	9,374	49	3	1 61	306 14
Pocahontas	5	17	120	100	6,018	60	3	2 11	211 29
Randolph	9	22	350	197	7,947	40	3⅓	1 37	280 64
Tyler	11	20	450	216	10,958	51	2	1 20	259 46
Wood	9	34	400	288	11,627	40	3	1 27	366 32
Totals		678	9,135	5,816	220,656				$ 10,454 42

* Reports not made in time to be included in Auditor's Report for the year.

From the foregoing table, it appears that of the twenty-four West Virginia counties then existing, twenty-one made reports and that there were in these from five to fifteen commissioners in each, with 678 primary schools attended by 5,816 poor children—the beneficiaries of the Literary Fund—that they were present 220,656 days, and that $10,454.42 was expended in payment of their tuition from this Fund. If the reports of the other three counties—Fayette, Jackson, and Logan—were at hand, these several numbers would be considerably increased. Of course, this table does not show the number of pupils in these schools whose tuition was paid by parents or guardians. Neither does it show the number of schools in the counties at which no poor children were in attendance.

Joseph Martin, an enthusiastic Free School man, writing at this time, said: "Experience has already demonstrated the utility of even the existing system, and thousands who must have groped through life in the darkness of ignorance, have had the cheering light of knowledge shed upon them by means of the Common Primary Schools."

Successful work was done in these western counties, for by the census of 1840 there were more illiterate white persons in Virginia, east of the Blue Ridge than were on the west side of that mountain barrier.

THE GREAT EDUCATIONAL CONVENTION OF NORTHWESTERN VIRGINIA, HELD AT CLARKSBURG, SEPTEMBER, 1841.

The most important educational meeting ever held on the soil of West Virginia, before or since, assembled in the Presbyterian Church at Clarksburg, Harrison county, Virginia (now West Virginia), on Wednesday, September 8, 1841, and continued in session three days. The object was to take such action as would induce the General Assembly to enact laws providing for the establishment of a Free School System. There were then no railroads in Northwestern Virginia, but notwithstanding, nineteen counties, of which sixteen were of those now in West Virginia, were represented. These were Augusta, Berkeley, Braxton, Brooke, Cabell, Frederick, Harrison, Jackson, Kanawha, Lewis, Mason, Marshall, Monongalia, Ohio, Randolph, Shenandoah, Tyler, Warren and Wood. One hundred and fifteen delegates were present at the opening session, and numbers of others arrived later. The body was called to order by Mr. Z. Jacobs, of Ohio county, and the distinguished George Hay Lee, of Harrison county, afterward a Judge of the Court of Appeals of Virginia, was elected President. He was escorted to the Chair by Gideon D. Camden of Harrison county, and William McConnell of Brooke. Then John McWhorter, of Lewis county; John S. Barnes, of Monongalia; James W. McClemens, of Ohio; John Parriott, of Marshall; Joshua Russell, of Tyler; William C. Haymond, of Randolph; Joseph Johnson, of Harrison; Albert A. Lewis, of Braxton; and Josiah M. Steed, of Wood, were elected Vice-Presidents. George W. Thompson, of Ohio county; James H. McMechen, of Harrison; James Evans, of Monongalia, and Luther Haymond of Harrison were made Secretaries. Then the names of members were enrolled, and among them were many distinguished men. There sat Hon. James Points, of Augusta county; Caleb Boggess, Benjamin Bassel, Ephriam Bee, William A. Harrison, Charles Lewis, Eli Marsh and David Kincheloe, of Harrison; Thomas Bland, R. W. Lowther, A. G. Reger, and Cabell Tavenner, of Lewis; John L. Sehon, of Mason; Elbert H. Hall, of Marshall; Zedekiah Kidwell, James Evans, and George McNeely, of Monongalia; William Armstrong, John W. Clemens, Alexander Newman and Thomas Townsend, of Ohio; David Holder, James H. Logan, Daniel W. Shertliff, of Randolph; John Ireland, James Morris, Presley Martin, and John Wells, of Tyler; Austin Berkeley, Lewis Bond, Thomas Chancellor, and W. M. Protzman, of Wood. Benjamin S. Griffin was appointed doorkeeper, and the Rules and Regulations of the House of Delegates of Virginia were adopted for the government of the Convention. The Ministers of the town were invited to open the sessions with prayer; and editors of newspapers

were admitted to seats for the purpose of reporting the proceedings. Committees on Order of Business, Resolutions, etc., were appointed. Then the real work of the Convention began and continued for three days with evening sessions. Never did a more earnest body of men assemble in West Virginia than this, nor has the work of any one yielded more abundant fruit. These men builded better than they knew. Then there was a Free School System for the Commonwealth in which all children should be educated without distinction. There were papers read, addresses made, plans submitted, and the proceedings published in pamphlet form under the title of "A Memorial to the General Assembly of the State, Requesting that Body to Establish a More Liberal and Efficient Primary or Common School System." That pamphlet was, and still is, the most remarkable publication to be found in the educational literature of the Virginias. The history of that convention, with an account of its labors and notices of the men composing it, would fill a volume. Will not some school man of West Virginia write it?

THE VIRGINIA SCHOOL LAW OF 1846

Thus from 1833 to 1846—a period of thirteen years—school matters continued without change. Full fifty years had come and gone since the introduction of the Aldermanic School System under the law of 1796, and now this was to be remodeled. On the 5th of March, 1846, the General Assembly passed "An Act Amending the Present Primary School System." Important changes were made. Now it was made the duty of the county court of each county, at its ensuing October term, to lay off according to accurate and well known boundaries, the territory of the county into any number of districts, having regard to the territorial extent and population of the same, and to appoint for each of the districts one school commissioner. These, when appointed, constituted collectively the Board of School Commissioners for the county. It was to meet at the Court House in the ensuing November, and, having organized, proceed to elect a superintendent of the schools of the county, who should execute a bond payable to the directors of the Literary Fund, and who should perform the duties of treasurer and clerk of the board. The commissioner of each district transacted the school business within it; registered and reported to the county superintendent all the children within his district between the ages of five and sixteen years; entered into a contract with the teachers of his district to teach a number of indigent children as many days as his district's proportion of the county's quota of the Literary Fund would pay for, and required this teacher to keep an accurate acount of the attendance of such children. Reports were made to the county superintendent who kept a record of all the children enrolled in the schools of his county, and reported the same to the Board with such information as he deemed useful to it. In September of each year he made an annual report to the Directors of the Literary Fund, showing his receipts and disbursements, the ages and sexes of the children of the county, with the actual number of days of attendance of indigent pupils, and the amount of compensation *per diem* paid to teachers for their instruction. For his services, he received two and a half per cent. of the amount passing through his hands

and actually expended for the purposes of education. This law was in no wise an improvement over that which preceded it. It was the continuation of the same system that had been in operation for more than fifty years, but under changed conditions, and it was not to end until civil war came to desolate the land.

"THE OLD FIELD SCHOOLS"

It has been stated that these Common Primary Schools as they existed under the Law of 1796 and under that of 1846, as well, came to be known as "Old Field Schools" from the location of the schoolhouses.

THE WEST VIRGINIA SCHOOLHOUSE OF THE OLDEN TIME

No matter how the selection of a site was made. It was the same. Down on the broad river bottoms, in the valleys of smaller streams, or among the hills where was a bubbling spring or rippling brook, a spot, in juxtaposition to half a dozen or more cabin homes was agreed upon by the heads of the families as a suitable place for a schoolhouse. It was an old "clearing" which tradition said was made by a man who was killed by the Indians, lost in the woods and never afterward heard of, or, tired of the wilderness, had gone back over "the Ridge"—the Blue Ridge.

There, on the margin of that "improvement"—an "old field"—where half a dozen paths bisected, with the primitive forest in the rear and the plat of wild grass and tangled weeds in front, these men—advance guard of civilization—reared the schoolhouse. Rude structure it was; in size, perhaps 16x18 feet; the walls built of logs, sometimes hewn, but usually round, and from eight to twelve inches in diameter—the interstices chinked with sticks and stones and daubed with clay; the roof of clapboards held in place by heavy weight poles; the door of slabs hung on wooden hinges; the floor, if any, was made of puncheons split from the body of a large tree and hewn so as to have somewhat the quality of smoothness; a fireplace, ample as that of an ancient baron, spanned over half of one end of the building and was surmounted by a "cat-and-clay" chimney, not unlike a tall partridge trap, ever tottering to its fall. Logs ten inches in diameter, split in halves, and pins or legs inserted in the oval sides, answered for seats. Along the side of the wall pins were inserted and on them rested a broad slab, sloping downward, used as a writing desk; just above it, a log was chopped out and in its place was a long frame-work resembling sash for holding a single row of panes of glass, in the absence of which, greased paper was sometimes pasted to admit the light. Such was the structure in which was taught the "old field school" of long ago. It was used alike for school purposes and divine worship, and in neither was it void of results.

THE SCHOOL AND THE SCHOOL MASTER

Autumn came. A stranger appeared upon the scene and the report went from cabin to cabin that there was a school master in the neighborhood. Look at him. He is clad in the garb of the border. Whence he came, none know. He brings no credentials or diploma from a college faculty, for none is required. It is only necessary that he teach the three

R's—reading, 'riting and 'rithmetic. He binds himself to do this in his "article" which he carries from house to house, soliciting subscriptions to the school which he is to "keep" for so much a "quarter" and "board 'round"—that is with the pupils. Then he goes to the school commissioner of the section of the district, who, in compliance with the law of '96 or of '46, enters into a contract to pay from his quota of the Literary Fund the Tuition of the indigent children of the neighborhood. Then the day is announced for school to begin and it is understood that the "master" will board the first week at John Smith's but none can divine where he will stay the next.

Monday morning comes. The "master" goes early and with the aid of one of Smith's big boys, puts on a "back-log," and soon a fire is roaring on the hearth. Then the boys and girls for half a dozen miles around begin to arrive. William Jones cannot come this week, for his father did not get his shoes made, owing to the fact that the leather "stayed green" too long in the tan trough. Bettie Davis is not there either for her mother did not get her linsey-woolsey frock made in time. The master, meantime, has been making preparations for the "quarter" by cutting a bundle of withes in the forest near by. All is in readiness, and a stentorian voice from the door cries out "Come in to books." In they go, with lunches in chip baskets made from the tough splits of the oak or hickory of the hills. Under the arms are copies of the "English Reader" and Webster's "Elementary Speller." And now, woe be to the one who provokes the wrath of him who presides over this temple of learning. The "quarter" closes in due time; the master collects tuition from the parents who are able to pay this; then, with sworn statement of amount due for teaching the indigent children he proceeds to the treasurer of the county school commissioners, from whom he receives this—then goes, perhaps none know where.

Such was the "jolly old pedagogue" of "ye olden time." Many of them were highly educated men and they filled their mission well. In that "Old Field Schoolhouse," we, in imagination, see one of them yet. Thoughtfully he stands by an apperture in the wall, called by courtesy a window, either mending pens or making new ones from the quills from the wing of the goose, the wild turkey or, perchance, from that of the eagle—brave bird of the mountain—for some of the dozen flaxen-haired urchins some of whom are afterward to be the boast of their country, or the warriors or magistrates of embryo states in the West.

THE BOYS AND GIRLS OF THE "OLD FIELD SCHOOLS"

Statistics of these times show that tens of thousands of boys and girls attended these "Old Field Schools." There they learned discipline and to spell and read and write and cipher; but that nobler independent manhood was due to instruction within no more than exercise without. For did not the Romans, even the wealthiest of them, teach their sons and daughters to be tolerant of hunger and cold, to go barefoot on the campus and to swim the Tiber in January? May be there was not enough of book lore in these Old Field Schools, but the boys had their early privileges that other generations have not had. There was

the brave walk through the sleet and the snow; the game of hide-and-seek among the chinquepin bushes, the bull-pen-ball, the scramble for the wild grapes, the chase of the flying squirrel through the thickets of laurel, the bloom of which other boys and girls have made the State flower; the climbing high among the limbs to dislodge the raccoon from his hole in the black gum tree. We wonder what has become of the boys that went to the Old Field School at Bear Creek, Big Bend, Locust Knob, Sugar Camp Hollow, Deer Creek, and a thousand other places among the West Virginia hills. Many thousands of them stayed in the land of their nativity and they and their descendants became the home-builders of West Virginia. They helped to shoot barbarism out of the Ohio Valley. Some went to become founders of other states and to never return. Some went away awhile and then came back to tell of steamboats, and Richmond and Pittsburg, and Cincinnati, and fireworks; some warred with the Briton in 1812; others studied war with Scott and Taylor in Mexico. But others went to make names that are long to last; two early governors of Ohio attended the Old Field Schools of Berkeley county; Reuben Chapman, one of the best governors Alabama ever had, was a student in the Old Field Schools of Randolph county; Jesse Quinn Thornton, who wrote the first constitution of Oregon attended the Old Field Schools of Mason county; Lorenzo Waugh, who was a pupil in an Old Field School in Pocahontas county, then taught in the Old Field Schools of Harrison and Mason counties, afterwards gathered the first Methodist congregation ever assembled in the Sacramento Valley; James T. Farley studied in the Old Field Schools of Monroe county then went to the Pacific Coast, afterward to visit the home of his childhood when a United States Senator from California; Thomas A. Morris attended an Old Field School in Cabell county and was afterwards a distinguished bishop of the Methodist Episcopal Church; Thomas and Samuel Mullody attended the Old Field Schools of Hampshire county, and the former served two years as the tutor of the crown prince of Naples and died while president of Georgetown University; the latter, at the time of his death was president of Worcester College, Massachusetts; Stonewall Jackson attended an Old Field School in Lewis county, won distinction in Mexico, and gave up his life at Chancellorsville for the Lost Cause; Jesse L. Reno attended an Old Field School in Ohio county, achieved honor in Mexico, and died in South Mountain, Maryland, while gallantly leading the Ninth Army Corps in battle for the Union. No, these Old Field Schools were not barren of results, but were rather a mighty factor in civilization.

WEST VIRGINIA ACADEMIES, SEMINARIES, AND COLLEGES OF THE OLDEN TIME

By far the most important, the most potent factors in early educational work in West Virginia were the many academies which, as chartered institutions, were scattered over the State, and whose management and control were in the hands of the foremost men of the community, who were made bodies corporate by the acts of the General Assembly of Virginia.

We have seen that, for a series of years, the settlements in the Eastern Pan-Handle and the South Branch Valley were included in Frederick county of which Winchester early became the seat of justice. This town was the chief mart of trade long after the formation of Hampshire and Berkeley counties. There, for many years, the people obtained their supplies of merchandise, and there, too, their sons and daughters were first offered the advantages of secondary and higher education. In the Alexandria *Advertiser*, of June 22, 1786—one year before the first newspaper published in the United States west of the Blue Ridge made its appearance—the trustees of the "Winchester, Latin, Greek, and English Schools" advertised that "having elected Mr. Armstrong and Mr. Potter, two gentlemen of character and ability to take charge of the institution, we do hereby give notice that the schools will open on the first Monday in July. They set forth that the "climate is healthful, the country plentiful, and the town growing." Such was the first classical school of the Lower Shenandoah Valley which opened its doors to the young men and women of what is now the eastern part of West Virginia.

The oldest of these institutions within the limits of the State was located at Shepherdstown, now in Jefferson county. The exact date of its establishment is not known, but it antedated the Revolution. Reverend Robert Stubbs, who on the 3rd day of December, 1787, made affidavit that he had witnessed the test trial of James Rumsey's steamboat, on the Potomac, subscribed himself as "Teacher of the Academy at Shepherdstown."

George Washington did much to arouse an interest in secondary education on the part of the people of Virginia. On the 15th of December, 1794, while President of the United States, he wrote Edmond Randolph, the Secretary of State, upon the subject of higher education, and said: "It has always been a source of serious regret to me to see the youth of these United States sent to foreign countries for the purpose of education, often before their minds are formed or they have imbibed any adequate ideas of the happiness of their own; contracting, too frequently, not only habits of dissipation and extravagance, but principles unfriendly to republican government and to the true and genial liberties of mankind, which, thereafter, are rarely overcome."

The age of academies in the Commonwealth had already begun, and was long to continue. In the following partial list of these institutions in West Virginia, the number, together with the date of incorporation, and place of establishment, in the order named, are given; that is to say:

1. The Academy of Shepherdstown, at Shepherdstown, in Jefferson county, incorporated in 17—.

2. The Randolph Academy, at Clarksburg, in Harrison county, incorporated December 11, 1797.

3. The Charles Town Academy, at Charles Town, in Jefferson county, incorporated December 25, 1797.

4. The Brooke Academy, at Wellsburg, in Brooke county, incorporated January 10, 1797.

5. The Mount Carmel School, at West Union, in Preston county—then Monongalia—established in 1801.

6. The Lewisburg Academy, at Lewisburg, in Greenbrier county, incorporated in 1812.

7. The Shepherdstown Academy, at Shepherdstown, in Jefferson county, incorporated January 3, 1814.

8. The Romney Academy, at Romney, in Hampshire county, incorporated February 11, 1814.

9. The Lancasterian Academy, at Wheeling, in Ohio county, incorporated October 10, 1814.

10. The Monongalia Academy, at Morgantown, in Monongalia county, incorporated November 29, 1814.

11. The Mercer Academy, in Charleston, Kanawha county, incorporated November 29, 1818.

12. The Union Academy, at Union, in Monroe county, incorporated January 27, 1820.

13. The Martinsburg Academy, at Martinsburg, in Berkeley county, incorporated January 28, 1822.

14. The Romney Classical Institute, at Romney, in Hampshire county, established in 1824.

15. The Tyler Academy, at Middlebourne, in Tyler county, incorporated January 30, 1827.

16. The Wheeling Academy, at Wheeling, in Ohio county, incorporated February 21, 1827.

17. The Romney Academy, at Romney, in Hampshire county, incorporated March 25, 1829.

18. The Morgantown Female Seminary, at Morgantown, in Monongalia county, incorporated March 23, 1831.

19. The Seymour Academy, at Moorefield, in Hardy county, incorporated February 16, 1832.

20. The Bolivar Academy, at Bolivar, in Jefferson county, incorporated February 16, 1832.

21. The Red Sulphur Seminary, at Red Sulphur Springs, in Monroe county, opened April 15, 1832.

22. The Charles Town Female Academy, at Charles Town, in Jefferson county, incorporated March 15, 1836.

23. The Brickhead and Wells Academy, at Sistersville, in Tyler county, incorporated January 18, 1837.

24. The West Liberty Academy, at West Liberty, in Ohio county, incorporated March 20, 1837.

25. The Marshall Academy, at Guyandotte—now Huntington—in Cabell county, incorporated March 13, 1838.

26. The Western Virginia Education Society, at Pruntytown, in Taylor county, (then Harrison), incorporated March 28, 1838.

27. The Parkersburg Academy Association, at Parkersburg, in Wood county, incorporated April 5, 1838.

28. The Morgantown Female Academy, at Morgantown, in Monongalia county, incorporated January 30, 1839.

29. The Cove Academy, at Holliday's Cove, in Hancock county (then Brooke), incorporated April 6, 1839.

30. The Bethany College, at Bethany, in Brooke county, incorporated in the autumn of 1840.

31. The Preston Academy, at Kingwood, in Preston county, incorporated January 2, 1841.

32. The Huntersville Academy, at Huntersville, in Pocahontas county, incorporated January 18, 1842.

33. The Asbury Academy, at Parkersburg, in Wood county, incorporated February 8, 1842.

34. The Little Levels Academy, at Hillsboro in Pocahontas county, incorporated February 14, 1842.

35. The Rector College, at Pruntytown, in Taylor county, incorporated February 14, 1842.

36. The Greenbank Academy, at Greenbank, in Pocahontas county, incorporated March 26, 1842.

37. The Northwestern Academy, at Clarksburg, in Harrison county, incorporated March 26, 1842.

38. The Brandon Academy, at Brandonville, in Preston county, incorporated March 27, 1843.

39. The Weston Academy, at Weston, in Lewis county, incorporated January 18, 1844.

40. The Potomac Seminary, at Romney, in Hampshire county, incorporated December 12, 1846.

41. The Male and Female Academy at Buckhannon, in Upshur county—then Lewis—incorporated February 1, 1847.

42. The Lewis County Seminary, at Weston, in Lewis county, incorporated March 20, 1847.

43. The Marshall Academy, at Moundsville, in Marshall county, incorporated March 19, 1847.

44. The Wheeling Female Seminary, at Wheeling, in Ohio county, incorporated January 24, 1848.

45. The Buffalo Academy, at Buffalo, in Putnam county, incorporated March 16, 1849

46. The Academy of the Visitation, at Wheeling, in Ohio county, incorporated March 14, 1850.

47. The Jane Lew Academy, at Jane Lew, in Lewis county, incorporated March 16, 1850.

48. The Wellsburg Female Academy, at Wellsburg, in Brooke county, incorporated March 17, 1851.

49. The Meade Collegiate Institute, at or near Parkersburg, incorporated March 21, 1851.

50. The South Branch Academical Institute, at Moorefield, in Hardy county, incorporated March 31, 1851.

51. The Fairmont Academy, at Fairmont, in Marion county, incorporated February 17, 1852.

52. The Wheeling Female Seminary, at Wheeling, in Ohio county, incorporated January 10, 1853.

53. The West Union Academy, at West Union, in Doddridge county, incorporated April 16, 1852.

54. The Morgan Academy, at Berkeley Springs, in Morgan county, incorporated January 10, 1853.

55. The Logan Institute, at Logan Court House, in Logan county, incorporated February 21, 1853.

56. The Ashton Academy, at Mercer's Bottom, in Mason county, incorporated January 7, 1856.

57. The Point Pleasant Academy, at Point Pleasant, in Mason county, incorporated February 26, 1856.

58. The Polytechnic College, at Aracoma, in Logan county, incorporated February 28, 1856.

59. The Fairmont Male and Female Seminary, at Fairmont, in Marion county, incorporated March 12, 1856.

60. The Harper's Ferry Female Institute, at Harper's Ferry, in Jefferson county, incorporated March 18, 1856.

61. The Woodburn Female Seminary, at Morgantown, in Monongalia county, incorporated January 4, 1858.

62. The Lewisburg Female Institute, at Lewisburg, in Greenbrier county, incorporated April 7, 1858.

63. The Levelton Male and Female College, at Hillsboro, in Pocahontas county, incorporated February 27, 1860.

64. The Union College, at Union, in Monroe county, incorporated March 28, 1860.

65. The Parkersburg Classical and Scientific Institute, at Parkersburg, in Wood county, incorporated March 18, 1861.

OBSERVATIONS

West Virginia was, indeed, a land of academies. A few of these named did but little or no work, but nearly all of them were as beacon lights of education set among the hills and valleys of the State. Shepherdstown Academy did nearly a hundred years of educational work. Randolph Academy was the first institution of learning established west of the Allegheny mountains; it had among its first board of twenty-eight trustees Edmund Randolph, Benjamin Harrison, George Mason and Patrick Henry, and as part of its revenues it received one-eighth of the surveyor's fees of the counties of Harrison, Monongalia, Ohio and Randolph, which sums had been paid formerly to the support of the college of William and Mary. The act declared that the school was established for the benefit of the people of these four counties, which then embraced all of what is now West Virginia north of the Little Kanawha river. George Gowers, a graduate of Oxford, England, was its first principal, and for twenty years he taught Latin, Greek, Hebrew, and the sciences within its walls. Its work extended over more than fifty years and among its teachers in 1830-40 was Francis H. Pierpont, afterward Governor of Virginia under the Reorganized Government. Charles Town Academy was long a center of learning and prepared young men to enter William and Mary College and other institutions of high order. Brooke Academy began its work in 1778—twenty-two years before the date of its incorporation—and was the earliest institution of learning on the Ohio river south of Pittsburg. In 1843, it had a president, four members in its

SCHOOL HOUSES OF FORMER YEARS, BUT IN MANY OF THESE LOG BUILDINGS GOOD WORK WAS DONE.

faculty, and a hundred students. After a successful career of more than half a century it was merged, in 1852, into Meade Collegiate Institute. The Mount Carmel School, after doing forty-eight years work, lost its building by fire and was then removed to another locality. The Linsly Academy was opened in 1808—four years before the date of its incorporation. It was a noted center of education and culture for more than fifty years and from its halls went forth many legislators, great debaters, scientists and soldiers who made lasting names. The Lancasterian Academy was the beginning of the Linsly Institute at Wheeling, still a flourishing institution of learning after a successful career of almost a hundred years. The Monongalia Academy was for many years the most flourishing institution of learning on the banks of the Monongahela river and, in 1867, its property, including that of Woodburn Seminary, the whole valued at $51,000, was donated to the State by the people of Morgantown in consideration of the location of the University at that place. Mercer Academy did more than all things else to mold the educational sentiment of the Great Kanawha Valley nearly a century ago, and forty-six years of successful work is to be placed to its credit. Its property passed to the Board of Education under the Free School System, and one of the present school biuldings of Charleston bears the name of Mercer in commemoration of the old academy. In the Martinsburg *Gazette* of January 10, 1812, Obed White, and David Hunter, trustees, advertised the Martinsburg Academy as a school of very high order. John B. Hoge was the instructor in Greek and Latin and the tuition was $20.00 per annum. The Romney Classical Institute exerted a great influence upon the educational work of the South Branch Valley for nearly sixty years and its property—a valuable one—was, in 1870, donated to the State of West Virginia in consideration of the location of the Schools for the Deaf and the Blind at Romney. The course of study in the Red Sulphur Seminary embraced the ancient languages and mathematics and with William Burk as principal and James MaCauley, assistant, the institution did many years of excellent work. The Seymour Academy was long the pride of Moorefield and the Upper South Branch Valley. The West Liberty Academy began its work in 1837; lost its building by fire in 1840, but was rebuilt and made the old town famous for many years. In 1870, it was sold to the State of West Virginia for $6,000 and became the nucleus of the Branch of the State Normal School. Marshall Academy was for a quarter of a century the most famous institution of learning in Western Virginia. Soon after it was opened, two boys—students—climbed high up among the branches of an old beech tree in the yard and carved their names in its smooth bark; one of them was afterward the first adjutant-general of West Virginia and long a judge of her courts; the other became a judge of the court of appeals of Louisiana. In 1850, the Academy was changed into Marshall College, and in 1867, the Cabell county authorities gave its property worth $10,000 to West Virginia, thus securing the location of the State Normal School at that place. Rector College, a Baptist institution at Pruntytown, had its beginning in the Western Virginia Educational Society of that place, which was incorporated March 25, 1838. In 1849, the Assembly

provided that scholarships might be established in this institution, which, in 1850, had three professors in its faculty, fifty students, and a library of two thousand, five hundred volumes. Bethany College, whose history is forever associated with the name of Alexander Campbell, the illustrious founder of the Church of the Disciples of Christ, is the oldest among forty or fifty institutions of learning of that denomination. Under the name of Buffalo Academy, it did eighteen years of work before being erected into a College. So that eighty years is the measure of its usefulness in education in West Virginia. By an act of Assembly in 1849, it was provided that scholarships might be created in this institution. The Little Levels Academy accomplished eighteen years of work among the mountains and in the valleys of Pocahontas county, and then its property was transferred to the Board of Education under the Free School System. The Preston Academy began its work under the administration of Doctor Alexander Martin, who was afterward the first president of the West Virginia University, and it was long a power for good. The Northwestern Virginia Academy at Clarksburg, a Methodist institution, had for its first principal the distinguished Gordon Battelle, whose successor was Doctor Martin, who came from Kingwood for the purpose; and he in turn was succeeded by Doctor William Ryland White, who had served twelve years when he was elected first State Superintendent of Free Schools of West Virginia. The Academy building was erected in 1842, and the school at once took a high rank. In 1849, the General Assembly provided that scholarships might be established therein. In 1843, Henry Howe, the historian, found a flourishing academy at Holliday's Cove, in Brooke county. The Male and Female Academy at Buckhannon did much to create the splendid educational sentiment which for a half a century has prevailed in that locality, and to a greater extent now than ever before. The Potomac Seminary—now the Potomac Academy—still continues its good work begun at Romney fifty-seven years ago. The Lewis county Seminary was so successful that after ten years its name was changed and it was by act of Assembly erected into Weston College. The Wheeling Female Seminary was long under the management of Mrs. S. B. Thompson and was very successful. In 1855, it was occupying its own building erected at a cost of $20,000. In addition to the regular academic course, full instruction was given in music, drawing, and modern languages; the faculty then consisted of seven accomplished teachers. Throughout all the years since then the institution has been fulfilling its mission and the citizens of Wheeling are proud of it today. Buffalo Academy made an excellent record in the Great Kanawha Valley as a school of high grade, and then its property was sold to the board of education under the Free School System. The Meade Collegiate Institute was removed from Parkersburg to Wellsburg where it became the successor of Brooke Academy and did good work. The Academy of the Visitation began its work at the corner of Eoff and Fourteenth Streets in Wheeling, in 1848, and there continued until 1865, when it was removed to Mount De Chantal, an eminence in Pleasant Valley two miles east of Wheeling, where for about forty years it has continued to train its students for the highest duties of life. Fifty-five years spans its period

of work. The Fairmont Academy and the Fairmont Male and Female Seminary did thorough work and paved the way for the location of the Branch of the State Normal School at that place. The Lewisburg Female Institute has, for forty-five years, been earning the splendid reputation and large patronage it now enjoys. West Union Academy did eight years work and the property was then sold by its board of trustees. The South Branch Academical Institute, the Morgan Academy, the Point Pleasant Academy and others had accomplished successful work and were still engaged in it in 1860.

These academies, seminaries, and colleges had resulted in great good and had done much to create an interest in secondary and higher education. Many hundreds of young men had gone forth from them in quest of that learning that was to fit them for the highest callings in life. From the Eastern Pan-Handle and the Greenbrier Region some went to the University of Virginia at Charlottesville, or Washington College at Lexington. From the northern part of the State some went to Uniontown College, or Washington College, Pennsylvania. While from the Great Kanawha Valley and the counties lying along the Ohio river, others went to the Ohio University at Athens.

Such, in brief, is the story of early educational work in West Virginia; and such with the Old Field Schools in vogue and her many splendid academies, were her educational facilities in 1860. In 1848, John G. Jacob, then among the foremost literary men of Western Virginia, when writing of educational matters, said: Under the General Law of Virginia, which makes quite liberal provision for Common school education, though clogged with provisions which render it distasteful to the class it is intended to benefit, the facilities for acquiring a common school education are good, and where there is a disposition, there is abundant opportunity. West Virginia people had made the most of their opportunities, but they anxiously sought something better than they had known, and this was near at hand."

A NEW ERA IN EDUCATIONAL WORK IN VIRGINIA—FIRST FREE SCHOOLS IN WEST VIRGINIA

If we would learn of the origin of popular education in West Virginia we must return to the year 1846, which marks an era in the annals of Virginia. We have seen how the Aldermanic School Law was amended that year and the operation of the Common Primary School System changed. Almost from the foundation of the Commonwealth there had been in it many men who were advocates of a Free School System. Prominent among these were John Burk, the historian, Thomas Jefferson, Joseph Martin and James McDowell. The number increased as the years went by and the school men were hoping for something better in education than the Commonwealth had yet known.

Prompted by this desire, a large number of them assembled in Richmond in December, 1845, for the purpose of discussing the bringing before the Assembly a bill providing for a Free School System. Governor James McDowell voiced the sentiment of this Convention and in an eloquent address before it, he, after describing existing conditions, said: "We trust

that we shall soon be delivered from this dominion of darkness, that we shall never be contented until every child can read and write, and every darkened understanding be illumined with the benign influence of education."

An Act for the Establishment of a District Public School System. Under this title these people had a bill prepared and it was enacted into a law March 5, 1846. It provided that upon the petition of one-third of the qualified voters of the county to the court thereof, that body should submit to the voters thereof, the question of a "District Public School System"; and if it appeared that two-thirds of the votes cast at such an election favored such a system, it should be adopted. Its principal provisions were: That the school commissioners in office in any county at the time of its adoption, should divide the county into precincts, each containing as many school districts as might be thought convenient; that each school district should contain a sufficient number of children to make up a school; that in each precinct there should be annually elected a school commissioner; and that the commissioners thus chosen in the several precincts should be a body corporate under the name of the Board of School Commissioners for the county; that it should appoint a clerk whose salary should not exceed one hundred dollars per annum; that in each school district three trustees should be appointed, who should purchase a site, erect a good and sufficient schoolhouse, furnish the school with proper fixtures, books, apparatus and fuel, and keep the house and enclosure in good repair; that they should then employ a teacher for the school and have power to remove him for good cause; that no teacher should be employed by them whose qualifications for teaching and whose moral character had not been examined and approved by the school commissioners or by some person or persons deputed by them for that purpose, and a certificate to that effect presented to the trustees. They, or one of them, were to visit the school once in every month, and examine the scholars and address the pupils if they saw fit and exhort them to prosecute their studies diligently. They might suspend or expel all pupils who were found guilty of grossly reprehensible conduct, or incorrigibly bad habits. Annually they were to make a report to the Board of Commissioners of the condition, operation, and expense of the school. It was further provided that the expense of purchasing a site, of building, renting, or leasing and repairing the schoolhouses of the several districts and furnishing them with necessary seats, desks, fixtures and books, and the salaries of teachers was to be defrayed by the inhabitants of the county by a uniform rate of taxation to be collected as other taxes are collected. To this fund was to be added the quota of the county due from the Literary Fund. All children over six years of age were entitled to attend these schools free of charge—a free school system.

AN ACT TO ESTABLISH DISTRICT FREE SCHOOLS IN SEVERAL OF THE COUNTIES

The fatal defect of the District Free School System just mentioned, was that it required a petition signed by one-third of the voters of the county before the question of its adoption could be submitted, and a two-thirds vote to adopt it. Free School men in the Legislature saw this and

on the 25th of February, 1846, secured the passage of a special act which prescribed a system of free schools to be optional for sixteen counties of the State, among them being the West Virginia counties of Brooke, Jefferson and Kanawha. Elections were to be held on Thursday, April 23, 1846, or, if there was not sufficient time for this, an election might be held on April 22, 1847. "Do you vote for the Free School or against it?" This was the question asked the voter. It required a two-thirds vote to adopt it. This act embodied many of the provisions of the General Law noticed last above. The Board of Commissioners organized by electing a president and secretary, the latter of whom received twenty-five dollars per annum. Schoolhouses were to be erected; seats, desks, and books supplied, teachers employed, and in the schools provided were to be thoroughly taught reading, writing, arithmetic, English grammar and geography, and whenever it was practicable, history, especially of Virginia and the United States, and the elements of physical science, and such other and higher branches as the school commissioners might direct. All white children, male and female, between the ages of five and twenty-one years, resident within the districts, were entitled to receive instructions at these schools free of charge. The total expense of these county schools was to be defrayed as follows: *First.* By the quota of the county from the Literary Fund. *Second.* Interest on the Glebe Land Fund, if any. *Third.* By fines and forfeitures. *Fourth.* By donations, bequests, and devises. *Fifth,* By assessment upon the same subjects of taxation from which the revenue of the State was raised.

Such was the special Free School System offered by the State of Virginia to West Virginia counties in 1846. The three of these named in the act—Brooke, Jefferson, and Kanawha—each voted upon the question of adoption in 1847. The first rejected it while both the others adopted it. Various other counties west of the mountains, within the next few years, voted upon the adoption of the General Free School Law, or the special act embracing its chief provisions. Marshall county rejected one of these in 1854; Hancock took similar action the next year; then Cabell and Wayne voted a proposition to adopt a system prescribed for Patrick county. Thus it was that in 1860 but three counties west of the mountains—that is in West Virginia—had free schools.

A WEST VIRGINIA FREE SCHOOL SYSTEM

West Virginia was admitted into the Union June 20, 1863. With the rise of the New State came a Free School System such as the school men within its limits had longed to see.

The first step leading to the inauguration of this system was taken on the 27th day of November, 1861, when Honorable John Hall, of Mason county, President of the first State Constitutional Convention, sitting at Wheeling, named a committee on education consisting of Gordon Battelle, of Ohio county; William E. Stevenson, of Wood county; Robert Hager, of Boone county; Thomas Trainer, of Marshall county; James W. Parsons, of Tucker county; William Walker, of Wyoming county, and George Sheetz, of Hampshire county. Gordon Battelle, chairman of the committee, was a Methodist minister who had been principal of the old Northwestern

Academy at Clarksburg for twelve years, and one of his associates, William E. Stevenson, was afterward second governor of the State. These gentlemen went to work energetically and the committee made its preliminary report on Wednesday, January 22, 1862, and a most interesting document it was. The amended and final report was made February 4, ensuing. These two reports contained almost every provision that was afterward incorporated into the General School Law of the State and from them were taken the sections relating to education which were inserted in the first Constitution as framed at that time. The chief of these provisions were those providing for an "Invested or Irreducible School Fund"; for "the establishment and support of a thorough and efficient system of Free Schools;" for "the election of a General Superintendent of Free Schools; for a "county superintendent of each county"; and for the election of such other officers as should be necessary to render the system effective." Thus was a public school system fixed firmly in the organic law of the State.

The Constitution was ratified, and on the 20th of June, 1863, the statehood of West Virginia began. On that day the first Legislature of West Virginia assembled, and on Wednesday, June 24th,—four days later—Hon. John M. Phelps, another Mason county man, who had been elected President of the Senate, then sitting in the Linsly Institute at Wheeling, appointed a Senate Committee on Education consisting of John H. Atkinson, of Hancock county; Thomas K. McCann, of Greenbrier county; John B. Bowen, of Wayne county; Chester D. Hubbard, of Ohio county, and William E. Stevenson, of Wood county. At the same time, Spicer Patrick, of Kanawha county, speaker of the House of Delegates, appointed a House Committee on Education composed of A. F. Ross, of Ohio county; S. R. Dawson, of Ritchie county; George C. Bowyer, of Putnam county; Daniel Sweeney, of Tyler county; and Thomas Copley, of Wayne county. The joint work of these two committees was the first school law of the State, known as Chapter CXXXVII of the Acts of 1863, passed December 10 of that year, and entitled "An Act providing for the Establishment of a System of Free Schools." It was largely the work of Mr. Ross of the House Committee, who was himself an efficient and experienced teacher who had served sixteen years as Professor of Ancient Languages in Bethany College, and later as principal of West Liberty Academy. Under this law our school system had its origin and first years of development.

This law provided for the election of a State Superintendent of Free Schools by the joint vote of both branches of the Legislature and this occurred on the first day of June, 1864, when William Ryland White was elected for a term of two years. He took the oath of office and entered upon the discharge of his duties. Thus the Free School System of the State began to be.

THE BEGINNING OF THE SYSTEM

Superintendent White went to work energetically to put the system into operation and so well did he do this that he won for himself the title of "The Horace Mann of West Virginia." County organization, of which the State is since justly proud, was speedily effected. Then the friends of education saw that the crying need of the Public School System was a

corps of trained and educated teachers, and that the development of the "thorough and efficient system of free schools," contemplated by the Constitution, must wait the establishment of Normal Schools and higher institutions of learning. State Superintendent White led in the movement to secure these and with his accustomed energy pressed the matter upon the Legislature. So much in earnest was he that he declared to that body that *"It would be better to suspend the schools of the State for two years and donate the entire school revenues for that time to the establishment and endowment of a State Normal School than to have none at all."* Here, as in the field of public primary schools, his efforts were crowned with success, and the year 1867, witnessed provisions made for not only one Normal School but for three, one of which was at West Liberty, another at Fairmont, and a third at Guyandotte—now Huntington. But this was not the only result of the efforts of Superintendent White and other school men in this direction, for in 1872, three other Normal Schools were added to the list—one at Shepherdstown, a second at Glenville, and a third at Concord—now Athens.

The State Normal School with its five branches thus enumerated has wrought a mighty work for West Virginia. All now have splendid buildings with excellent equipment, libraries, and all that is necessary to the best and therefore the most successful work. The State has spent a million dollars on these properties. Many hundreds of graduates have gone out from them and they have enrolled nearly twenty-five thousand students. These trained men and women, learned as they are, not only in the subjects taught but in the best methods and the science of teaching them, as principals of high and graded schools, teachers in the common schools, county superintendents, instructors in institutes, lecturers, writers for school journals, editors of newspapers, and leaders in educational progress—they have become a vast power, a mighty agency, for uplifting and making more efficient the whole work of education in West Virginia. Such is the result accomplished by a splendid Normal School System—a system that is not surpassed by any other of its kind in the Union—one in which an army has now been trained, not for war, but to wage the battles of peace, and thus, by breaking down the strongholds of ignorance, to win for the State victories that place her people high up in the intellectual scale.

The State University, an institution which in a few years has risen to a first rank among educational institutions south of Mason and Dixon's line, stands at the head of our school system. Midway between it and the Primary Schools are the Preparatory Schools, High Schools, and Graded Schools, the whole soon to be a completely articulated system.

A CONCLUDING OBSERVATION

The solicitude of the men who organized the State was never allayed, not even amid the clash of arms and the then uncertainty of the final result of the desperate conflict. Their purpose—that which was uppermost in their minds—was the founding of a commonwealth with free schools and universal education whatever might come, posterity must be educated for in that alone they saw the hope of the future. The result is our Free School System—the richest treasure of West Virginia. Her good name as

well as the continuation of substantial prosperity, is entirely dependent upon the initial direction given the minds of the young. Care on the one hand, neglect on the other, bring forth responsive fruit to tell in after years in the grateful form of public virtue and enlightenment, or in the melancholy spectacle of public vice and popular ignorance and abasement. The wisdom of statesmen is never more wisely directed than when it aims to establish the one and guard against the other. Such statesmanship knows that it must act always by anticipation; knows that it is dealing with functions in a state of constant change and progression; that it is moulding and shaping that which though incorporeal and intangible, bears direct analogy to that which is corporeal and material, in that it is impressible to good or evil, retains the shape and form to which it is moulded, and, in its material powers, presents the perfection of the wise directing hand, or the distortion of wicked neglect.

That, therefore, which is the chief source of greatest gratification to all West Virginians and to those who have come to live among us, is the knowledge that for forty years our wisest statesmanship has been constantly and unerringly directed toward the advancement and promotion of every educational interest, and that the intellectual development has kept pace with the material development of our State. That, while the productive energy opens up to the commerce of the world our boundless resources of mine, quarry and forest, which ages of the most active industry cannot exhaust, and while the product of factory, of shop, and forge, together with our coke and coal, and iron and lumber, are taken up by the great arteries of trade and distributed to the marts and ports of the civilized world, the educational facilities of our children and our children's children and the full growth of intellectual life among all classes of our people, have immeasurably grown and increased since this Great Mountain State began her career as a member of the American Union. Those who compare it with the unfolding of the mental life of sister commonwealths, stand in wonder and astonishment. West Virginia has, indeed, been converted into a land of free schools, of culture, of refinement, and of a home life fitted to adorn the highest type of civilized and enlightened commonwealths.

The Transition Period.

BY EX-STATE SUPERINTENDENT B. L. BUTCHER

The year 1880-1 marks the close of an era and the beginning of a new one in The Free School history of West Virginia. Prior to that time the superintendents and educational authorities mainly addressed themselves to the preparation and perfection of the laws governing the system of schools required by the Constitution, including the State Normal schools as a necessary and helpful adjunct to the success of the Free Schools; and the building of houses and adjusting the great plan to the varied conditions of the people of the State.

Both the Free School System and the Normal Schools had serious opposition from various quarters at different times, based upon various grounds; and as late as 1877 and 1879 the Legislature had a majority of

GOOD-SIZED SCHOOLS, THE FIRST IN LINCOLN, THE SECOND IN BERKELEY COUNTY.

members adverse to the Normal Schools. The final fight upon this subject was made in the Legislature of 1881, elected in 1880.

Prior to this the Superintendents from Dr. White to Dr. Pendleton, were men of long experience and mature judgment, and all educated in ante-bellum times; from 1880 to the present time all of the superintendents have been young men, and all educated since the Civil War, and therefore mainly in the free schools of the State.

The revision of the school law of 1881 was the enactment of the best effort of the school men on the questions of providing for the conduct of the Free Schools, and the Normal Schools in the education of the pupils and teachers of the State at public expense. The frame work of the system, however, was not very different from the original outline of the school law enacted in 1865; but, various changes were made, which made its work more harmonious and effective. The provision for compulsory attendance at teachers' institutes and for Normal Schools, including a special provision for the education of colored teachers, was incorporated into the revised school law.

To this good work and on this strong foundation many new and important subjects were, after agitation, adopted from time to time; some very promptly and others after much experimenting and many failures. Among those that were suggested early in the era, the following may be mentioned as having produced important results in educational affairs:

In the fall of 1881, a circular was issued by the Superintendent of schools announcing that West Virginia was entitled to six scholarships in the Peabody Normal School at Nashville, Tenn. This school is of high grade, and especially adapted to the wants of teachers, but no appointments had been made from West Virginia prior to that time. The first were made in the fall of 1881, and the quota of the State has since been appointed as fast as vacancies occur. The class of young men and women who have taken advantage of this advanced course of training has been of a high order, and a large number of them have had marked success in their calling as teachers, and none have failed to render a good account of themselves. The late Marcus M. Ross, Principal of the State Normal School at Fairmont, was the first appointee from the State at Nashville. The strong influence of these graduates has had marked effect in aiding in the elevation of the standard of the qualifications of teachers and a corresponding help to the schools.

Provision for the education of colored teachers was another one of the advanced steps taken under the new era by virtue of an amendment introduced by the late Judge James H. Ferguson, in the Legislature of 1881. Under that provision Storer College at Harper's Ferry, contracted with the superintendent to provide tuition for eighteen persons as candidates for teachers in the colored schools of the State; and, this number was largely increased without additional cost to the State at the instance of the authorities at the School. This arrangement continues to this time, although the State has provided especially for Normal and Industrial training schools upon a very liberal scale for the colored population, both at Institute, in Kanawha county, and at Bluefield in Mercer county, where flourishing schools for higher education of the

colored people, both academic and industrial, is now in progress. The small beginning has grown to great proportions.

Another new question that was brought forward about the beginning of this new era, to-wit, in 1883, was the establishment of a Reform School. It was first mentioned in the State Superintendent's report in January, 1883; and further urged in his report of 1885, with statistics and other data. Bills were introduced in the Legislature of 1885, but not passed until 1887, when provision was made to establish the school for boys, which has since grown into such favor and importance at Pruntytown, Taylor county. Several years afterward a Girls' Industrial Home was established at Salem in Harrison county, providing like advantage for girls.

The most marked contrast, perhaps, between the period before 1880, and the period following has been the enthusiasm and vastly increased expenditure of funds in the later period, for progress in school work; and, the effort to bring all sections of the State forward in educational privileges and attainments, at least so far as a fair common school education could be provided. The period before 1881 was largely constructive. The men elected to office during that period were lawyers and statesmen of long and varied experience in public affairs; men advanced in years; Dr. White, Judge Lewis, Col. Byrne, Dr. Pendleton. None of these men had received any part of their education in or under the influence of Free Schools, and could therefore but faintly feel the strength and pulse of the great machine for education they had helped to construct and superintend for a time.

The first generation of voters that received their early education from the Free Schools began to ripen "in patches" throughout the State in 1875, and grew in number and extent of territory from that time, so that by 1880 the new voters who owed all their early (and in many cases, all) schooling to the Free Schools were numerous enough to put forward candidates of both parties for State Superintendent and members of the Legislature educated in the same way; and, after Dr. Pendleton, (1877-81), all the superintendents have been young men.

The question of uniform examinations, provisions for which were made by the Legislature of 1903, has been another of the urgent questions discussed by the superintendents both before and since 1881, showing how slowly advancement is made along some lines.

The history of teachers' examinations in the State has been one of vexing variety to the teachers and school officials, but has steadily moved forward in the direction of long term certificates for high grade teachers, and frequent examination for beginners; and, the uniformity law throughout the State, in examination, seems to round out the original conception of leading school men on this subject.

Another question exciting public attention and education during the period beginning about 1881, and for sometime before, was the admission of women as students to the State University. This was finally accomplished in 1885, and has since been growing in favor as the University grows in usefulness.

A more novel yet important educational question was brought forward

in the spring of 1882, by the official announcement of Arbor Day in the public schools of the State by the State Superintendent through the newspapers and especially the *School Journal*, which had been newly established in November, 1881. This idea of Arbor Day had been growing in the West, and had recently before been adopted by the city schools of Cincinnati, Ohio, where the children were taught to plant trees in the public parks of that city and name them for great men and favorite authors, recite extracts and poems from the writings of these persons on the day and at the time of planting the trees. In January, 1882, Superintendent Butcher visited the Cincinnati schools and learned of the success of this movement, and later was encouraged to proclaim it in the schools of the State, and issued the first proclamation of a State school official in the United States appointing Arbor Day; so it came into existence in the spring of 1882, and has since happily been followed by all the superintendents by the appointment of a day to be observed in all the schools of the State annually.

A graded course of instruction adapted to country schools was recommended by the superintendents and generally discussed in the Institutes from 1880 until adopted in 1890, and is regarded as another important advance step in primary education, in the new era.

Perhaps one of the greatest helps in the uplift in education felt about the early years of 1880 and following, was, by the aid of the Peabody Fund under the general agency of Dr. J. L. M. Curry, the bringing into the State of leading educators from all parts of the Union to conduct institutes and address educational gatherings. Among these may be mentioned, Dr. James H. Smart, of Indiana; Dr. E. E. White, Ohio; Dr. John B. Peaslee, of Cincinnati, Ohio; Dr. B. G. Northrop, of Connecticut; Prof. E. V. DeGraff, of New Jersey; Hon. Henry Houck, of Pennsylvania; Col. Francis W. Parker, of Chicago; Dr. W. H. Payne, of Michigan; Dr. A. D. Mayo, of Boston; Dr. M. A. Newell, of Maryland. These were aided and assisted by our own leading men, (not teachers), from nearly all walks of life—among many may be named Hon. Chas. J. Faulkner, Sr., Martinsburg; Hon. A. R. Bouteler, Shepherdstown; Hon. William L. Wilson, Charles Town; Hon. B. F. Martin, Grafton; Hon. T. R. Carskadon, of Keyser; Hon. Henry G. Davis, (now) of Elkins; Hon. W. M. O. Dawson, of Kingwood; Hon. Thos. H. Dennis, Lewisburg; Dr. Isaiah Bee, of Mercer county; Dr. J. E. Reeves, of Wheeling; Hon. William A. Quarrier, Judge James H. Ferguson, Hon. E. W. Wilson, of Charleston; Hon. Chas. E. Hogg, of Point Pleasant; Prof. A. L. Wade, Morgantown; Hon. Geo. E. Price, (now) of Charleston; Hon. P. W. Morris, (now) of Parkersburg; Dr. J. M. Hall, of Ritchie county; Hon. Robert McEldowney, of New Martinsville; Col. John H. Oley, Huntington; Judge Dan'l. B. Lucas, of Charles Town; Col. John A. Robinson, of Keyser; Hon. W. P. Hubbard, of Ohio county; Hon. James Morrow, of Fairmont; Judge J. M. McWhorter, Charleston, and Hon. Archie Campbell, of Wheeling, and many others who are entitled to be named in this roll of honor.

Later Progress.

BY M. P. SHAWKEY

The growth of the public school system in West Virginia is marked by a steady progress from the formation of the State to the present time. At no time has that progress been spasmodic. When West Virginia first became a State she was practically without schools and schoolhouses, and consequently the limited resources of the undeveloped State were taxed to the extreme in providing even the rudest kind of houses and furniture and equipment. Our record shows that during the decade from 1870 to 1880 the number of schoolhouses in the State was increased 1444, which is a greater numerical increase than can be shown in any decade since. From 1880 to 1890 the increase in the number of houses was only 1257, while from 1890 to 1900, notwithstanding the wonderful material development of the State, the increase in the number of schoolhouses fell to 1102. The number of teachers employed makes a similar showing. From 1870 to 1880 the number increased 1729, from 1880 to 1890 the increase was 1357, and from 1890 to 1900 the increase rose again to 1576, which, however, is below that of the first decade.

These figures must not be taken to indicate any slackening in the growth of the public school system, their true meaning is that the material wants of the system were being satisfied in a measure. In connection with these statistics it must be kept in mind that all the while the first rude, log structures were and are being constantly replaced with houses of modern construction and equipment. Probably the best thing about this whole period is the increased growth of the public school sentiment and the development of the true ideas of public education. What was really being accomplished can best be shown by a different set of statistics gleaned from official reports. In 1870 the average daily attendance was 36 per cent. of the enumeration, in 1880 it was 44 per cent., in 1890 it was 46 per cent., while in 1903 it was 50 per cent., which, when it is remembered that the enumeration includes all youths between the ages of 6 and 21 years, whether graduated from the public schools, enrolled in other schools or necessarily employed a part of the time, must be regarded as a very excellent showing. The rate of levy for school purposes during this time has advanced considerably, though necessarily these figures approach a limit beyond which an advance is not to be expected. On the other hand the amount spent for the public schools in proportion to the *school* population shows a marked increase and is still going on each year. In 1870 the State spent $2.70 for every boy and girl of school age, while in 1903 we spent $7.38 per capita, or more than 2½ times as much. During the same period the amount actually spent grew from less than half a million dollars ($470,129.43) in 1870 to almost two and a half millions ($2,393,555.36) in 1903, or nearly six times as much, while the number enumerated doubles itself only.

In the earlier periods all efforts were devoted to securing houses and necessary equipments and to establishing the public school idea. Thanks

to the workers of those earlier days the foundations were well laid and the last decade or two have begun to garner the harvest. At least it can be said that the later day workers have found a tillable field, one ready to yield more abundantly.

THE UNIVERSITY AND THE NORMAL SCHOOLS

The University and normal schools evidence this later and more gratifying development. Students no longer leave the State from sheer necessity, to get college training. The University has taken rank with the best in equipment and in the character of the instruction it offers. It is in full sympathy with the public schools and the normal schools, and is recognized as the rightful and actual head of the system. It furnishes a goal and standard for every school of every grade in the entire system. The University now fills this splendid mission but without disparagement to former and more limited times, it must be said that the attainment of that position in the educational plan of the State has been of recent years only.

The evolution or revolution of the normal schools is best shown by a reference to their course of study as prescribed at present and as set forth a few years ago. In 1890 the catalogue of the original normal school presented the following course in the academic department, with the explanation that "the academic course of study shall consist of two years:" Junior year, Geography, Arithmetic, English Grammar, Latin Lessons, Reader and Grammar, Physiology. Senior year, Algebra, Geometry, Bookkeeping, Cæsar, Cicero, Virgil, United States History, Greek Lessons, Grammar, two books of Xenophon or German.

Last year the uniform course in the same department prescribed for all the normal schools covered five years' work, as follows:

First year—Arithmetic, Geography, Grammar, United States History, Physiology, Bookkeeping.

Second year—Mental Arithmetic, Advanced Grammar, General History, Physical Geography, Algebra, Greek History, Civics, Higher English, Roman History, Botany.

Third year—Algebra, Rhetoric, Latin, Zoology, English History, Geology, or Astronomy.

Junior year—Geometry, American Literature, Latin or French, Greek or German, English Literature, Latin or French, Greek or German, English Literature, Latin or French, Greek or German.

Senior year—Physics, Trigonometry, Latin or French, Greek of German, Chemistry, Latin or French, Greek or German, Latin or French, Greek or German.

It should be observed that the above is not the full curriculum of the normal school, but a mere outline of the studies pursued in the academic department.

In other respects the normal schools have grown stronger as much as is indicated in this course of study. The quality and the quantity of the work they are doing have advanced steadily and rapidly.

Liberal provision has been made for a similar education for colored students in the West Virginia Colored Institute at Institute, and the

Bluefield Colored Institute at Bluefield. These institutions, however, are of a little more general character, giving considerable attention to industrial education as well as to the literary and teachers' courses. They have already accomplished much good and have demonstrated their importance and usefulness to the State.

The preparatory branch of the University at Montgomery, established in 1895 and that at Keyser established in 1901 have both been supplied with commodious modern buildings, and necessary equipment. They serve not only as feeders of the University but as higher grade secondary schools for general training. They have already enlisted students in considerable numbers to whom they are giving thorough and practical training.

It will be seen that the State is now well supplied with educational institutions and that these institutions are at least fairly well supplied with necessary equipment. With the material interests being satisfied more attention has been given to the less material but not less consequential interests. Higher standards, better salaries, longer terms, improved architecture, more thorough and systematic supervision, systematic grading, practical and professional institute work, advanced school legislation, art collections, libraries and reading circles are some of the subjects that show best the real progress of the past decade. Longer terms and better salaries have come naturally with increased revenues, but recently there has been such positive sentiment and effort by our educational leaders generally as to insure practical results along these two lines, and while the subject of architecture has had attention by State Superintendents from the time of Dr. White down to the present, the days of the log schoolhouse furnished small chance for its development and it is but recently that our cities have made great advances and our rural districts shown a general interest in the subject. The new high schools at Charleston, Huntington and Parkersburg, Mannington, New Martinsville and Sistersville, the district high schools in Fayette, Marion and Harrison counties, stand a pride to their destricts and models of modern schoolhouse architecture. Our county institutes are reaching the plane of professional discussion and instruction, rather than that of brief drill in the elementary branches, and the district institutes, recognized by statute since 1901, have begun to be practical and effective agencies, carrying the work to the very doors of the patrons of the schools. In recent legislation the statute increasing the pay of county superintendents, the relationship limitation law for teachers, the optional free text-book law, the compulsory attendance law and the uniform examination law mark distinct advances and have had already great influence upon the results being accomplished by the public schools of the State. While the latter two especially have had determined opposition to overcome, yet they have already vindicated themselves and their repeal is at present scarcely thought of anywhere. They have necessarily entailed some hardships, but the good to be accomplished far outweighs the sacrifices, and it is safe to say that the people of the State will demand their complete application rather than their repeal.

THE STATE TEACHERS' READING CIRCLE

But nowhere in the whole realm of recent attainment and progress is to be found better results than are shown in the work of the State Reading Circle and in the movement for school libraries. For several years the subject of a teachers' reading circle has claimed the attention of State superintendents and other educators, but not until 1901 was any material progress made along that line. Superintendent Miller took up the work with renewed energy and emphasized it on every occasion and after considerable effort succeeded in getting the work started on something of a general scale. Up to that time a score or two of the prescribed books was all that dealers disposed of in the State. In 1902-03, however, reports from various sources showed that several hundred teachers had taken up the work. Then the uniform examination system came on furnishing an additional stimulus for teachers to take up the work and careful estimates for the present year indicate that at least two thousand teachers are reading the course prescribed by the State Superintendent. That the effect will appear at once in the general quality of work done by the teachers of the State cannot be doubted.

SCHOOL LIBRARIES

In the matter of school libraries an equally good showing has been made. The question had been previously agitated and with some good results, but in 1900 Supt. J. R. Trotter designated the 7th of December as "Library Day," to be observed by all the schools of the State. The celebration of library day was a success and many books were added to the libraries already in existence and many new libraries established. The observance of the day has been continued each year since with the most gratifying results. A glance at the records shows how rapidly the advance has been made and especially during later years. The first report on the total number of volumes in the school libraries was made by Superintendent Pendleton in 1877, according to whose statement there was then a total of 725 volumes in the school libraries. In 1880 this number had grown to 886. The increase continued slow for a number of years. In 1885 the number had grown to 2335, in 1890 to 5675, in 1895 to 7132, in 1900 to 17,169 and in 1903 to 38,189. The phenomenal increase of 122 per cent. in the number of books in the past three years shows how thoroughly awakened the State is upon this important subject, but what the movement will accomplish yet, ere its force is spent, remains to be seen and the future ages alone can measure the influence of this phase of the excellent work being accomplished by hosts of our public school workers, but there is no record in which the State may more justly feel a reasonable pride than in this unparalleled growth in her public school libraries.

OTHER GOOD WORK

The aroused sentiment shown in the phenomenal growth of our public school libraries manifests itself also in two or three other particulars to omit mention of which would be injustice to the showing which the State is now able to make. While definite statistics are not available, the reports from various sources show a wonderful increase in the number

of teachers taking special training, and in the amount of educational literature made use of by teachers, in the number of teachers who go to expense to attend educational meetings, and who are willing to spend their money to provide themselves with books, apparatus and devices. The school boards of a number of districts are also supplying themselves with literature and making a study of teachers, sanitation and architecture. District high schools are multiplying. A few districts have also taken advantage of the recent optional law and provided free books for their pupils. The general demand for improvement is more gratifying than at any time previous in our history. Both teachers and boards show a readiness to take up advanced ideas. The request for a celebration of Library Day has met with a hearty response and added hundreds of libraries and thousands of volumes to the schools of the State, while the Arbor Day proclamation of the State Superintendent is meeting with a similarly hearty response and equally valuable results have begun to appear. In a number of instances boards of education have undertaken to try the merits of consolidation and transportation, even without waiting for express authority and county superintendents have not hesitated to undertake many plans for the good of the schools not required of them and to give of their time far beyond what they are paid for, all of which indicates a most wholesome school sentiment and a condition of public opinion worth more in the true results of the work than any amount of mere tangible property however great. The State is alive educationally as she is commercially.

DANIEL BOARDMAN PURINTON, PH. D., LL. D., PRESIDENT WEST VIRGINIA UNIVERSITY.

STATE INSTITUTIONS.

West Virginia University,

BY WAITMAN BARBE, LITT. D.

From 1814 to 1907 is a period of ninety-three years. For that length of time the institution now known as West Virginia University has had an existence, first as Monongalia Academy, later as the West Virginia Agricultural College, and since 1868 under its present name. As Monongalia Academy it gained a wide reputation under the principalship of the Rev. J. R. Moore, and attracted students from several states. In 1850 the trustees voted to expand the Academy into a College, but the change was not actually made until 1867, when the trustees turned over to the State of West Virginia the property of the Academy, and it was merged into the Agricultural College, the name of which was later changed to West Virginia University.

Since the State took charge of the institution in 1867 and made a University of it, it has had the following Presidents: Alexander Martin, D. D., LL. D., 1867-76; John Work Scott, D. D., LL. D., (Acting President), 1876-1877; John Rhey Thompson, A. M., 1877-1881; Daniel Boardman Purinton, A. M., (Acting President), 1881-2; William Lyne Wilson, LL. D., 1882-3; Robert Carter Berkeley, M. A., (Chairman of Faculty), 1883-5; Eli Marsh Turner, LL. D., 1885,1893; Powell Benton Reynolds, A. M., D. D., (Acting President), 1893-1895; James Lincoln Goodknight, D. D., 1895-1897; Jerome Hall Raymond, Ph. D., 1897-1901; Daniel Boardman Purinton, Ph. D., LL. D., since 1901.

The present list of officers of instruction and administration is as follows:

Daniel Boardman Purinton, Ph. D., LL. D., President and Professor of Philosophy.

Powell Benton Reynolds, D. D., Chaplain, and Professor of Economics and Sociology.

Waitman Barbe, A. M., Litt. D., Assistant to the President, Associate Professor of the English Language and Literature and Field Agent.

St. George Tucker Brooke, LL. D., Professor of Common and Statute Law.

William P. Willey, A. M., Professor of Equity Jurisprudence and Commercial Law.

Alexander Reid Whitehill, Ph. D., Professor of Chemistry.

Samuel B. Brown, A. M., Professor of Geology and Mineralogy.

James Scott Stewart, M. S., Professor of Mathematics.

Robert William Douthat, Ph. D., Professor of the Latin Language and Literature.

Bert Holmes Hite, M. S., Professor of Agricultural Chemistry, Vice Director and Chemist of the West Virginia Agricultural Experiment Station.

Thomas Edward Hodges, A. M., Professor of Physics.

Thomas Clark Atkeson, Ph. D., Dean of the College of Agriculture, and Professor of Agriculture.

Charles Edgar Hogg, Dean of the College of Law.

Frederick Lincoln Emory, B. S., M. M. E., M. E., Professor of Mechanics and Applied Mathematics, and Superintendent of Buildings and Grounds.

Alfred Jarrett Hare, A. M., Professor of the Latin Language and Literature, and Principal of the Preparatory School.

Charles Henry Patterson, A. M., Professor of Rhetoric.

Frederick Wilson Truscott, Ph. D., Professor of Germanic Languages and Literatures.

John Black Johnston, Ph. D., Professor of Zoology.

James Madison Burns, Major U. S. Army, Professor of Military Science and Tactics, and Commandant of Cadets.

Robert Allen Armstrong, A. M., Professor of the English Language and Literature, and Head of the Department of English.

Henry Sherwood Green, LL. D., Professor of the Greek Language and Literature.

Clement Ross Jones, M. M. E., Professor of Mechanical Engineering.

Anthony Wencel Chez, Director of Physical Training.

Will Hazen Boughton, C. E., Professor of Civil Engineering.

Russell Love Morris. C. E., Professor of Civil and Mining Engineering.

Jasper Newton Deahl, A. M., Ph. D., Professor of Education.

John Lewis Sheldon, Ph. D., Professor of Bacteriology and Bacteriologist of the West Virginia Agricultural Experiment Station.

Susan Maxwell Moore, Dean of Women and Instructor on the Piano.

James Morton Callahan, Ph. D., Professor of History and Political Science.

Frederick Lawrence Kortright, D. Sc., Professor of Chemistry.

John Nathan Simpson, M. D., Professor of Anatomy and Physiology and Head of the Medical Department.

John Harrington Cox, A. M., Professor of English Philology.

Walter Lynwood Fleming, A. M., Ph. D., Professor of History.

William Jackson Leonard, Associate Professor of Fine Arts.

C. Edmund Neil, A. B., Associate Professor of Elocution and Oratory.

Dennis Martin Willis, LL. B.. Instructor in Bookkeeping and Commercial Practice, and Principal of the Commercial School.

Eva Emma Hubbard, Instructor in Drawing and Painting.

Edwin Fayette Church, B. S., Assistant Professor of Mechanical Engineering.

George Perry Grimsley, A. M., Ph. D., Lecturer in Geology.

Alexander Stewart Thompson, Instructor in Voice.

James A. Waugh, V. S., Instructor in Veterinary Science.

William Michael Baumgartner, A. B., Instructor in German.

William Elmore Dickinson, A. B., M. E., Instructor in Electrical Engineering.

Louise Ferris Chez, Director of Physical Training for Women.

Ross Spence, Director of the School of Music and Instructor on Stringed Instruments.

Grace Martin Snee, B. M., Instructor on Piano and Pipe Organ.

Justin F. Grant, M. D.. Instructor in Anatomy.

Ward J. MacNeal, M. D., Ph. D., Assistant in Bacteriology.

Charles Collier Holden, A. B., Assistant Professor of Romance Languages.

Rudolf Wertime, Instructor on the Piano.

Madison Stathers, Ph. D., Instructor in Romance Languages.

Walton Kirk Brainerd, B. S., Instructor in Dairying.

Thomas Carskadon Johnson, B. S. Agr., A. M., Instructor in Botany and Assistant Horticulturist.

Simeon Conant Smith, A. M., Assistant in Rhetoric and Elocution.

Bertha Browning Purinton, A. M., Assistant in the Preparatory School.

David Dale Johnson, A. M., Assistant in English.

Mabel Constance Foster, Assistant in Harmony, Theory, Musical History, Sight Reading and Ear Training, and Assistant on the Piano.

A. W. Smith, Ph. D., Instructor in Physics.

Drusilla Victoria Johnson, A. M., Assistant in Greek and Mathematics.

Rufus A. West, Assistant in Metal Working and Stationary Engineer.

Thomas Howard Cather, Foreman of the Machine Shop.

J. B. Grumbein, Foreman of Wood Shop.

Wm. A. Mestrezat, Assistant on Wind Istruments.

James Edgar Larew, Assistant in Physics.

Pauline Wiggin Leonard, A. M. Librarian.

Jessie G. Cone, Assistant Librarian.

Margaret C. Smith, Assistant Librarian.

Lillian Smith, Assistant Librarian.

Katherine Clifton Hedrick, Assistant in Law Library.

James H. Stewart, A. M. Director of Agricultural Experiment Station.

William Earl Rumsey, B. S., Agr., Entomologist in charge.

Horace Atwood, M. S. Agr., Assistant Agriculturist.

Carl Schurz Forham, Assistant Chemist.

Frank Batson Kunst, Assistant Chemist.

Frederick E. Brooks, Special Agent.

W. J. White, Auditor.

Martha A. Stewart, Station Librarian.

The University organization includes the following Schools and Colleges: I. The College of Arts and Sciences; II. The College of Engineering and Mechanic Arts; III. The College of Agriculture; IV. The College of Law; V. The College of Medicine; VI. The School of Music; VII. The Commercial School; VIII. The Preparatory Schools; IX. The School of Fine Arts; X. The School of Military Science and Tactics; XI. The Summer School. XII. The College of Veterinary Science; XIII. The Agricultural Experiment Station.

The funds for maintaining the University are derived from the interest on the original land grant of the United States Government; the Morrill Fund; the Hatch Fund; the Adams Fund; biennial Legislative

appropriations; fees and tuition, and gifts from friends of the University.

The University campus includes about fifty acres, and has on it the following buildings: University Hall, Martin Hall, Science Hall, Engineering Hall, Commencement Hall, Woman's Hall, The Library, The Armory, The Agricultural Experiment Station, The President's House, and Fife Cottage. All of these, except Woman's Hall and Fife Cottage, are of brick or stone. The Experiment Station maintains a farm of one hundred acres about a mile from the University, on which there are the usual farm buildings. Three of the college fraternities own chapter houses in various parts of the town, and Episcopal Hall, founded by Bishop Peterkin, of the West Virginia Diocese of the Protestant Episcopal Church, was especially established as a hall or dormitory for University students. The Library and the Armory are particularly handsome buildings, the Library being one of the handsomest University Library buildings in the country.

The campus is very uneven but very picturesque and beautiful. The oldest group of buildings includes Martin Hall, Woodburn Hall, and Science Hall, occupying a promontory overlooking the Monongahela River, a site which for natural beauty can hardly be surpassed on any college campus in America.

For many years after Monongalia Academy was converted into the institution with the larger name, its student body was not very large in numbers, and it went through the usual experiences of the early years of most State universities. It had to outgrow political influences, and to establish itself in the confidence and affections of the people. But during that period, as in all of its history, many noble and scholarly men were connected with its faculty and the quality of work done has always been of high grade. Up to nine or ten years ago the number of students enrolled during the year had never reached 300; now the enrollment is 1200 and the patronage comes not only from every county in West Virginia, but from many other States, and a half-dozen foreign countries.

During the past few years the material equipment of the University has been greatly enlarged through the erection of Engineering Hall, the Armory, the Library, and the addition of much new and thoroughly modern apparatus to all of the laboratories. In 1903 arrangements were concluded with the Baltimore College of Physicians and Surgeons for the affiliation of that institution with West Virginia University. The first two years' work of the medical course may be done either in Morgantown or in Baltimore, and the clinical work of the third and fourth years is done in Baltimore. Medical Students go from their work in Morgantown to Baltimore without further examination. Students who take the first two years' work of the medical course in Morgantown will, upon the completion of the course, receive their diplomas from the College of Physicians and Surgeons, but the degree will also be conferred at Morgantown, and the students will be considered alumni of West Virginia University.

After passing through an experimental state, the Summer School has been permanently established as a part of the University. It lasts for six weeks, and in addition to the regular members of the University faculty who offer courses, there are always a number of instructors en-

gaged from other institutions, and the Summer School is now equal to the very best in the United States.

There has recently been published a history of the graduates of the University from 1867 to 1903. Among the graduates are five college presidents, forty-seven college professors, three state superintendents of schools, ten normal school principals, twenty-five normal school teachers, ten bank cashiers, twelve judges, forty-five preachers, twenty-eight doctors, six United States army officers, one United States Senator, four members of congress, one governor, one attorney general, one state geologist, ten state senators, thirty-five members of the house of delegates, sixty-five engineers (civil, mechanical, mining), forty-three superintendents or principals of high schools and schools of similar grade, sixteen editors, about twenty-five business men and farmers, and something more than 225 lawyers. The list includes also the first sheriff of Manila, a clerk of the supreme court of the State, a clerk of the State senate, a clerk of the house of delegates, a chief mine inspector, a weather bureau director in South America, and the most famous foot ball coach in the United States.

These alumni live in thirty-seven states, besides Austria, Mexico, Japan, Siam, India, the Argentine Republic, Bulgaria and the Philippine Islands.

The list shows that thirty-seven of the graduates have died.

An institution of learning is estimated very largely by the strength of its faculty, and by the training and scholarship of its professors. The seventy or more present members of the faculty of West Virginia University were trained in the leading colleges and universities of the world. as the following list of institutions represented will show: Princeton, Harvard, Johns Hopkins, University of Virginia, University of Nashville, Worcester Polytechnic Institute, Cornell, Tufts College, Indiana University, University of Berlin, University of Michigan, University of Chicago, Columbia, Yale, West Virginia University, Stevens Institute of Technology, Massachusetts Agricultural College, the Polytechnicum in Switzerland, New England Conservatory of Music, Brown University, Drake University, Ohio Wesleyan, Marietta College, Freiburg School of Mines, and various others.

The College of Law, which began with one Professor (Dr. Brooke), and one student, more than twenty years ago, has since educated nearly all of the younger members of the West Virginia Bar, besides a great number in many other states and foreign countries. Its enrollment is usually about one hundred students, and its graduates are taking a commanding place in the control of public affairs in West Virginia. The Law faculty was recently greatly strengthened by the election of Hon. Charles Edgar Hogg as Dean. He is widely known as a lawyer and as a writer of law books.

The largest building on the campus is devoted entirely to the College of Engineering, including civil, mechanical, mining, and electrical. It is well equipped with modern apparatus and machinery. The demand for trained engineers of all kinds is greater than the supply. Every engineer-

ing student of the Universiey has a good place waiting for him upon his graduation.

The College of Agriculture has recently introduced several new departments, and is rapidly extending its sphere of usefulness. Scientific education in agriculture is coming to be recognized as one of the most important branches of modern learning, and the University is putting itself in line with this modern movement. In addition to the regular courses in agriculture, horticulture, veterinary science, stock raising, dairying, etc., running through the whole year, a short course of one hundred lectures in the month of January is now given every year. The recently established department of Dairying has already proved to be quite popular.

The School of Military Science and Tactics, in charge of an officer detailed by the Secretary of War, was recently enlarged by act of the Legislature to two hundred and twenty-five members. Every senator and delegate is entitled to appoint one cadet from his district, and the remainder are appointed by the Regents of the University. Cadets receive free uniforms, books, stationery, use of arms, equipment, etc., free. The Armory is one of the most attractive buildings of the entire group. The names of the three most distinguished cadets are published annually in the official U. S. Army Register, and one of the three may be given an opportunity to become a commissioned officer in the U. S. Army.

The School of Music and the School of Fine Arts were founded in 1898, and their growth has been very rapid. In the School of Music alone there are now eight instructors, and students are drawn from many sections of the country.

Taken as a whole, it is entirely safe to say that no college or university in America has had greater growth and development during the past decade than West Virginia University. It is now recognized as one of the leading institutions of the country, and is much in advance of many of the older institutions which had wide reputation before West Virginia University had passed beyond the stage of the old Monongalia Academy.

The administrative officer, President Daniel Boardman Purinton, Ph. D., LL. D., is a man in whom all of the people of the State have the utmost confidence. His scholarship, tact, judgment and experience, together with his personal acquaintance with the conditions and needs of this State, fit him to be an ideal President of the commonwealth's chief institution of learning.

The present Board of Regents is one of the best that any State institution ever had. It is composed of Hon. F. P. McNell, of Wheeling; Hon. J. R. Trotter, of Buckhannon; Hon. J. B. Finley, of Parkersburg; Hon. T. P. Jacobs, of New Martinsville; Hon. C. M. Babb, of Falls; Hon. C. E. Haworth, of Huntington; Hon. E. M. Grant, of Morgantown; Hon. D. C. Gallaher, of Charleston, and Hon. L. J. Williams, of Lewisburg.

Preparatory Branch of the West Virginia University at Montgomery

BY GEO. W. CONLEY, ASSISTANT PRINCIPAL

Some years ago it became apparent that those who were situated far from the University should have local schools established in which their children might receive at least enough training to admit them to the college departments of the University. Most especially did some of the southern sections of the State feel the need of such a school. As an outgrowth of this sentiment, in the year 1895 State Senator T. P. Davies and John McNabb of Fayette county strongly urged the establishment of a State school in their section of the State, that it might not only save much expense on the part of those who wished to give their children a thorough preparation for college, but also that the community favored by the location of the school in its midst might have the advantages that such an institution brings to any locality. So the Legislature, by an act passed February 15, 1895, established a school at Montgomery, Fayette county, to be known as the Preparatory Branch of the West Virginia University. At the same time it appropriated $10,000 to purchase suitable grounds and erect suitable buildings. The act also provided that the school should be under the control of a Board of Regents consisting of the State Superintendent of Free Schools, and the Board of Regents of West Virginia University.

The Montgomery heirs generously gave two acres of sloping ground overlooking the town, upon which was erected a brick structure trimmed with stone. It is 65x55 feet and two stories high above the basement.

The school should have opened not later than September 1, 1896, but it was not found practicable to open it till the first of the following January, at which time it was put in operation with Mr. E. C. Bennett as principal and Miss Ruby Ray Knight as assistant. About thirty pupils were enrolled at first and it was under great difficulties that the work begun was carried on. Much credit is due to Senator T. P. Davies for the aid he gave at this time, even giving his personal efforts for some time to make teachers and pupils as comfortable as possible. The local workers were greatly aided by the encouragement and help of the Executive Board, of whom the Hon. Virgil A. Lewis and James F. Brown deserve especial mention for the zeal with which they engaged in the work. Without unusual effort on their part the school could hardly have been started.

No furniture or apparatus of any kind was at hand when the term opened. Chairs and stoves were borrowed. So, with a few chairs that the pupils carried from room to room as classes changed, with borrowed stoves, without blackboards, and with the continual noise of the carpenter's hammer, the pioneer work of preparatory schools in West Virginia began. The first year was prosperous withal and the enrollment greatly increased.

In September, 1897, Mr. Bennett was succeeded by Mr. Josiah Keely, and Mr. Lloyd L. Friend was added to the teaching force. Mr. Keely

brought to his work an indomitable will and energy, and by untiring labor with the aid of competent teachers built the school up by steady, solid growth, until at present it is of inestimable value to the community and to those who are cut off from close communication with the mother institution.

The growth of the school and the difficulties of obtaining board soon made it imperative that a dormitory should be built. So the Legislature of 1897 appropriated $5,000 for that purpose. It was ready to be occupied January 1, 1899. Mrs. Robinson took charge as matron. In September, 1900, she was succeeded by her daughter-in-law, Mrs. Frank Robinson, who served until June, 1906. The present matron, is Mrs. Florella Harris, of Mason county. The dormitory has been a source of pride to the school and a great help in the way of obtaining good work and keeping up a good standard. So great has been the demand for room that the Legislature of 1903 appropriated $10,000 for another building to be used partly for school purposes and partly for a dormitory. With the occupancy of the new building dormitory accommodations for about 45 pupils were provided for.

Meanwhile the growth of the school caused some additions to be made to the teaching force. In October, 1898, Miss Marian F. Cabell entered to organize a music department; she also taught the French language and Ancient History. In 1898 Mr. Friend resigned to accept the Fellowship in English at West Virginia University and Mr. Altha Warman took his place. Mr. Warman remained till 1901, when he resigned in order to pursue the study of law. At the same time Miss Knight also resigned. The two vacancies were filled by Miss Drusilla V. Johnson and Mr. A. G. McChesney. Another member was also added in the person of Miss Hannah L. Jones, who taught German and English. In 1902 Mr. McChesney was succeeded by Mr. G. W. Conley, who took up the former's work as teacher of Latin. Again in 1903 some changes were made in the faculty. Mr. Keely was given leave of absence for one year in order to pursue studies at Harvard University. Miss Johnson resigned to accept a position in West Virginia University, and Miss Jones to become a student at the same place. Mr. Conley was made acting principal for the year, assisted by Miss Mabelle Scott, Miss Eva L. Crago, Miss Marian F. Cabell, and Mr. Henry J. Hervey.

On the return of the Principal in 1904, Mr. Hervey retired from the teaching force. Miss Crago resigned the following year to take up work in the Wheeling schools and Miss Harriet Cutts was elected to take her place. Miss Cutts is a graduate of the State University.

In the spring term of 1905, Miss Lona Holt was elected to do special work for that term. She was followed by a graduate from Kentucky State College. Miss Lucie Norvell, who teaches French and History. Miss Cabell was succeeded by Miss Ella White in the music department.

The school has passed the experimental stage and has proved to the satisfaction of all that it pays to conduct a school for purely preparatory work, that the commonwealth that supports such institutions is making a vast stride toward the upbuilding of loyal and intelligent citizenship. No

ON THE CAMPUS OF THE WEST VIRGINIA UNIVERSITY. THE OLD SYCAMORE, THE MAPLES, AND THE PRESIDENT'S HOUSE.

professional work is done here, but the aim is to lay a good foundation for learning and culture.

The enrollment reaches over a hundred each year. Along with the growth in numbers came an equal growth in other respects. An imposing building 208 feet in length, equipped with all the modern conveniences, such as electric lights, water supply, steam heating, etc., stands upon the beautiful campus overlooking the prosperous little town. The school has a library of about sixteen hundred selected books to which new books are being added from time to time. Upon the reading table are found the current numbers of several of the best periodicals and papers, thus giving an ample opportunity for the widening and developing of the minds of the pupils. For physical exercise and care of health a gymnasium has been partly fitted up, and some attention has been given to foot-ball and base-ball. A laboratory for physics has been equipped and all experimental work necessary to a preparatory course can be done with the best of modern apparatus. Many of the other conveniences which mark progressive schools may be found here.

A high standard has been steadily maintained. Those who have finished the course and have gone to the University have found their preparation equal to the best there. By the aid of the dormitory in which regular hours are kept, a standard of thoroughness that could not otherwise be reached has been maintained.

Preparatory Branch of the West Virginia University at Keyser

The Preparatory Branch of the West Virginia University at Keyser came into existence by an act of the Legislature passed February 15, 1901. Judge F. M. Reynolds, of Keyser, a member of the House of Delegates from Mineral county, framed and introduced the bill, and was chiefly instrumental in securing its passage. He was greatly aided in this, however, by other friends of the measure, especially by Col. Thomas B. Davis, of Keyser, who donated seventeen acres of land as a site upon which to erect the buildings of the school. This bill carried with it an appropriation of twenty thousand dollars for the erection of a suitable building, and empowered the Governor of the State to appoint a board of Regents consisting of seven members, the State Superintendent of Free Schools to be a member *ex-officio*, and the remaining six members to be appointed from the counties composing the territory of the school. The counties designated were Mineral, Hampshire, Hardy, Grant, Pendleton, Morgan, Tucker, Randolph and Preston.

In compliance with the requirements of this bill, Governor White appointed as members of the Board of Regents for the School the following gentlemen:

To serve for two years—Col. Thomas B. Davis, of Keyser, Mineral

county, and Hon. Lewis J. Foreman, of Petersburg, Grant county.

To serve for four years—Mr. J. W. Goodsell, of Davis, Tucker county, and Dr. A. N. McKeever, of Romney, Hampshire county.

To serve for six years—Mr. William A. Watson, of Fellowsville, Preston county, and Mr. James Sites, of Upper Tract, Pendleton county.

Hon. Thomas C. Miller, of Charleston, being State Superintendent of Free Schools, became a member *ex-officio* of the Board for his term of office.

This Board held its first meeting in May, 1901, and organized by electing Col. Thomas B. Davis as President, and Mr. F. H. Babb, of Keyser, as Secretary and Treasurer.

After adopting suitable plans and specifications, the contract was let by the Board for the erection of a building to cost thirty-six thousand dollars.

THE FIRST YEAR

At a meeting of the Board of Regents held in May, 1902, it was decided to open the doors of the school on the first of the following October. At this meeting three teachers were elected. They were Lloyd L. Friend, of Morgantown, Principal, Joseph E. Hodgson, of Romney, Vice Principal, and Mrs. Ida F. Menefee, of Keyser, assistant teacher.

The work of the school was formally begun by these teachers at the time appointed by the Board, though only three rooms of the building were ready for use.

The first year, taking into consideration the hindrances usually attending the opening of a new school, was a very successful one. The work was thoroughly organized and more than eighty students were enrolled for instruction.

At the beginning of the spring term of this year a commercial department was organized in connection with the school, and J. L. Best, of Rochester, Indiana, was appointed instructor in commercial branches.

The building was entirely completed in January, 1902, and was formally turned over to the State at the dedicatory exercises held at the close of the school year,—June 12.

In April of this year Col. Thomas B. Davis and Hon. Lewis J. Forman were reappointed members of the Board of Regents for a term of six years, the term of their first appointment having expired.

THE SECOND YEAR

Owing to generous appropriations for the school by the Legislature at the session of 1903, the second year was begun with a larger teaching force and considerably increased equipment. Three additional teachers were appointed by the Board. They were J. C. Sanders, of Piedmont, instructor in Chemistry and Physics, W. M. Baumgardner, of Morgantown, instructor in French and German, and Miss Elsie Huffman, of Keyser, instructor in instrumental music. Joseph E. Hodgson, having been granted leave of absence to attend school for a year, James W. Horn, of Capon Bridge, Hampshire county, was appointed to take charge of his classes.

A library of about a thousand volumes was provided and the reading

room was supplied with leading magazines and newspapers. The department of Chemistry and Physics was furnished with apparatus and supplies and the gymnasium was fitted with complete equipment.

In February of this year occurred the death of J. L. Best, the instructor in commercial branches. The vacancy thus made was filled by the appointment to the position of R. R. Miller, of Rochester, Indiana.

THIRD YEAR.

During the school year, 1904-5, the faculty remained the same as in the preceding year, except that J. E. Hodgson, Vice Principal, resigned at the expiration of his leave of absence, to accept the presidency of the Davis and Elkins College at Elkins, and J. W. Horn's temporary appointment as instructor in mathematics was made permanent. J. C. Sanders, instructor in chemistry and physics, was made Vice Principal.

Some substantial improvements in equipment were made within the year. One of the basement rooms of the building was completely equipped as a chemical laboratory; additional office furniture was provided for the commercial department; and several hundred volumes were added to the library.

At the close of this year the first class was graduated from the institution. It consisted of two young women and two young men.

Two vacancies occurred in the faculty at the close of 1905; L. L. Friend resigned as principal and W. M. Baumgardner, instructor in French and German, resigned to accept the position of assistant in French and German in the University at Morgantown.

Three changes also occurred in the membership of the Board of Regents. Arch J. Welton, of Petersburg, T. H. B. Dawson, of Berkeley Springs, and P. J. Crogan, of Kingwood, were appointed to take the places of Hon. L. J. Foreman, Dr. A. N. McKeever and J. W. Goodsell, respectively, who had resigned from membership on the Board.

FOURTH YEAR.

In August, 1905, the Board of Regents appointed T. W. Haught, of the West Virginia Wesleyan College as Principal of the Preparatory School. Mr. Haught is a graduate of the West Virginia Wesleyan College and of the State University, he spent two years in graduate work in Harvard University, and was for several years teacher of natural sciences in the Wesleyan College. He is in every way excellently equipped for his new work. At the same meeting of the Board I. L. Anderson, a graduate of the State University, was appointed to the position of instructor in French and German.

This year saw many improvements made in and around the building of the institution. A liberal appropriation had been made by the Legislature in 1905, and the amounts appropriated were applied with the best judgement possible to the purposes for which they were obtained. A retaining wall was built along the front of the campus, walks and driveways were graded and the work of planting trees and shrubbery was begun. The athletic field and tennis courts were also graded and prepared for use.

Much was done to add to the attractiveness of the interior of the

building. The two literary society halls were painted and provided with tables, chairs, chandeliers, curtains and other substantial and attractive furniture. The walls of the corridors and library were also painted. One of the most pressing needs was a supply of lockers for the gymnasium. Three dozen of these were purchased within the year.

The graduating class of this year consisted of five members, one young woman and four young men.

One additional teacher was appointed at the close of this year. Homer A. Hott, a graduate of the school, was made assistant in the commercial department.

GROUNDS AND BUILDINGS.

No more beautiful school site is to be found anywhere in West Virginia than that upon which the Keyser Preparatory School stands. It is a historic one, being old "Fort Hill," upon which stood a Union fortification in time of the Civil War. It affords a splendid view of the famous and beautiful New Creek Valley on one side; and on the other, of the Back Bone Ridge of the Allegheny mountains across the Potomac in Maryland.

A school building has been erected that is in keeping with the site upon which it stands. It is a commodious brick and stone structure, built in the most modern style of school architecture, and is considered one of the handsomest and most complete school buildings in the State. The basement of this building contains the gymnasium and eight rooms used for chemical and physical laboratories, locker rooms, bath rooms, etc. On the first floor are the offices, reception room, study hall, library and five recitation rooms. On the second floor are two halls for the use of literary societies, three recitation rooms, and the large assembly hall. This building is furnished throughout with attractive and durable furniture, and the departments are equipped with necessary apparatus. A separate heating plant stands some distance away from the main building.

Marshall College State Normal School

BY PRINCIPAL L. J. CORBLY.

LEADING FACTS OF THE SCHOOL'S HISTORY.

1. Established in 1837.
2. First name, "Marshall Academy."
3. Named for Chief Justice John Marshall of the Supreme Court of the United States.
4. First building erected on the site of the east wing of the present dormitory.
5. Changed from an academy to a college in 1858, and the name changed accordingly from "Marshall Academy" to "Marshall College."
6. Made the "State Normal School" of West Virginia in 1867, the name "Marshall College" being retained by legislative enactment.

7. Five branch schools to "Marshall College" established between the years 1867 and 1871 at Fairmont, Shepherdstown, Concord Church (now Athens), West Liberty, and Glenville.
8. Constitutional amendment passed in 1871 prohibiting the establishing of any more "branch" normals.
9. A new $38,000 building, erected in 1874, which, completely overhauled and remodeled in 1899, constitutes the west wing of the present dormitory.
10. A second building, $27,000, erected in 1895.
11. A third building erected in 1897,—the east wing of the present dormitory.
12. A fourth building erected in 1899.
13. A fifth building, under process of construction at this writing.
14. Nucleus of a model school organized and placed under the instruction of Miss Mabel Brown in 1897, but discontinued in 1899 owing to lack of funds.
15. Model and teachers' training school organized and placed under the superintendence of Miss Anna Cummings, January, 1902.

BUILDINGS AND GROUNDS.

SCHOOL BUILDINGS: These are located in the center of the school grounds on an elevation of about 20 feet above the surrounding streets, overlooking the entire grounds, a wide area of the city, the Ohio hills on the north, and the West Virginia hills on the south.

With the addition of the new building our school edifice now consists of a series of five buildings solidly connected, a continuous hallway extending from one end to the other.

The buildings have their main frontage on Third avenue and on Sixteenth street.

The Third avenue or north frontage is about 400 feet in length, and faces the Ohio river, two blocks distant, with the fine range of hills that fringe its banks on the Ohio side.

The Sixteenth street or west frontage is 140 feet in length, facing the main part of the city.

The secondary frontages are the College avenue or south front, 400 feet, and the Seventeenth street or east front, 55 feet.

The two eastern sections of the buildings, composed of three wings, 26x55 feet, 40x70 feet, and 40x73 feet, compose the ladies' dormitory sections known as College Hall. Between these and the other sections there is a heavy brick wall with no openings in it above the first floor.

The three western sections are given up exclusively to school work. These are, respectively, beginning with the most eastern, 70x78, 55x84, and 101x140 feet. All have been built since 1897, one excepted, and that one was thoroughly overhauled inside and out in 1899, thus making the entire series new and up-to-date, in their appointments.

SCHOOL GROUNDS: The school grounds, located between Third avenue on the north and College avenue on the south, and between Sixteenth street on the west and Seventeenth street on the east, two city

blocks in length and one and one-half blocks in width, contain even sixteen acres of land, for which nature has done as much, perhaps, as for any school grounds of their size in the United States, toward adapting them for the purpose for which they have been appropriated. The elevated center, seemingly intended to receive some royal palace, extends from within 200 feet of the west end, where the summit of the somewhat abrupt but extremely graceful incline from the Sixteenth street level is crowned with a large widespreading beech and some smaller trees ten to twelve inches in diameter, eastward 600 feet where it terminates in a deep terrace thirty feet high, which terrace serves as the west bank of a deep ravine. This ravine, or brooklet, enters the grounds at the southeast corner and winds its way in deep, graceful curves northwestward through the grounds, lined throughout its course with noble trees varying in diameter from ten to thirty inches. It is the beautiful curving of the deep banks of this brooklet, fringed with stately trees and covered with verdure, especially at its northwestern portion, that Dr. Goss, of Cincinnati, thought the most beautiful spot he had ever seen on a College campus. This brooklet, with an arm extending eastward and covered with over fifty trees, forms the eastern boundary of the elevated center of the campus referred to above. Beyond the ravine and about twenty feet lower than the elongated elevation of the center, to the eastward, are the young men's athletic grounds, about four acres, and almost entirely level. The northern or Third avenue frontage descends by a steep, carefully cultivated terrace some twenty feet from the high central portion, and from the foot of the terrace to Third avenue it is nearly entirely level. On this portion are the main entrance, (a brick walk twelve feet wide), fifteen of the finest old trees, the croquet court, and one of the tennis courts. To the south of the rise extending east and west through the center, the grounds slope gently to College avenue, this section being a little wider than the northern frontage. The driveway enters from College avenue, about the middle from east to west, comes at right angles to the buildings, curves gracefully around the large sycamore at the immediate south of College Hall, and retraces itself. The eastern portion of the south side is given up to the girls' basket ball grounds.

Besides over 100 small trees, chiefly sugar maple, planted within the last five years, and the shrubbery scattered over the Third avenue front, there are the following trees: Pawpaw 1, unnamed 1, cherry 1, mulberry 1, weeping mulberry 2, ash 3, locust 3, poplar 3, sugar 4, walnut 4, gum 6, oak 11, beech 23, lombardy poplar 25, sycamore 36, elm 67; total 182, more than 100 of which are large trees, and few of the 182 are less than eight to ten inches in diameter.

Paralleling the longer dimensions of the grounds, (the eastern-western dimension), and but two city blocks to the north, is the Ohio river; one block nearer on the same side is the B. & O. Railway, and bounding the northern front is Third avenue, 100 feet wide, on which is the Camden Interstate Railway, (electric), connecting the College with all parts of the city, with Guyandotte four miles to the east, Central City four miles west, Ceredo eight miles west, Kenova ten miles, Catlettsburg, Ky., twelve miles, Clyffside Park with its beautiful groves and beautiful

lake, fourteen miles, Ashland, Ky., sixteen miles and Ironton, Ohio, twenty-one miles west, students from which centers and from the intermediate smaller towns landing from this, one of the finest electric roads in the United States, at the very gate of the College. This electric line brings Marshall College in immediate connection with the homes of about 75,000 people.

To the opposite side of the grounds, (the College avenue or south side) and three blocks distant, is the C. & O. Railway, and but one and one-half blocks distant is the Sixth avenue branch of the Camden Inter-State Railway.

ANNUAL ENROLLMENTS: We have no catalogues for the years 1867 to 1871, 1872 to 1875, 1878 to 1880, and 1881 to 1887. Outside of these years the enrollment of Marshall College since it was made a State Normal has been as follows:

1871-'72	195	1894-'95	183
1875-'76	97	1895-'96	223
1876-'77	73	1896-'97	258
1877-'78	137	1897-'98	278
1880-'81	123	1898-'99	360
1887-'88	163	1899-'00	452
1888-'89	172	1900-'01	533
1889-'90	165	1901-'02	639
1890-'91	163	1902-'03	*787
1891-'92	183	1903-'04	704
1892-'93	137	1904-'05	740
1893-'94	152	1905-'06	978

The total value of the school property is $265,000.

Total number of graduates since Marshall College became a State Normal School,—488.

Largest number of graduates previous to the year 1905-'06,—43.
Number in the class of 1907,—74.

The Fairmont State Normal School

BY U. S. FLEMING, PRINCIPAL.

The first constitution for the State of West Virginia was adopted in 1863 and in it wise provision was made for an efficient system of free public schools.

At the beginning the greatest need of these schools was of capable and qualified teachers, and this great need continues to this day in every

*At the end of the session of 1902-'03 the Business Department was discontinued, hence the drop in enrollment for the year 1903-'04 compared with the preceding year.

county of the State. In the 60's many private schools were organized for the preparation of teachers, among the largest and best of which was the private Normal established in the summer of 1865 at Fairmont, by Mr. J. N. Boyd and Dr. Dennis B. Dorsey. Out of this school grew a chartered institution known as "The Regency of the West Virginia Normal School," controlled by a local stock company. In March, 1868, in pursuance of an act of the State Legislature the property of this stock company consisting of a large corner lot and a building partly erected, was purchased by the State for $2,000 and the name of the school changed to "The Fairmont State Normal School."

LOCATION.

When this State Normal School was begun in Fairmont nearly 40 years ago the town did not have a thousand inhabitants. On account of the oil and coal developments, principally, the town has crossed the Monongahela river and a seemingly impassable ravine, and has spread over more hills than Rome had, until it is a "city set on hills that can not be hid."

BUILDINGS.

When the State bought the property of the private Normal School for $2,000 it appropriated $3,000 additional on condition that the county of Marion raise and add to the fund $2,000 more to erect and to equip properly the building already in course of erection.

In 1872 the Legislature appropriated $5,000 on condition that the Fairmont district raise an equal sum to build a suitable front to the wing first erected. With this $10,000 a three story building, 40x80, was constructed of red brick on the corner of Main and Quincy streets.

In 1891 the State sold its interest in these buildings to the Board of Education of Fairmont district for public school use for $15,000.

The same year the Legislature appropriated $20,000 to be applied with the $15,000 to the erection of a new Normal School building. The Fairmont Development Company was then opening up an addition to Fairmont on the South Side, and from this company was secured a whole square bounded on the east and west by Gaston and Fairmont avenues and on the north and south by Second and Third streets.

Here was erected the present commodious three story building fronting on Fairmont avenue 100 feet and extending towards Gaston avenue 150 feet.

The building is of red brick with stone sills and lintels, finished throughout with West Virginia pine. The entrance from Fairmont avenue is adorned with a handsome vestibule ornamented with a steel ceiling and approached by steps of Cleveland sandstone, platform and ornate buttresses to the vestibule being of the same material. The lot has been carefully graded and terraced, and surrounded and protected on each of its four sides by a substantial stone wall. There is no spot in all Fairmont more beautiful than the square upon which is situated the Normal School building and the Woman's Hall, fronting upon a campus of deep green sloping gradually down to Fairmont avenue.

SCIENCE BUILDING, WEST VIRGINIA UNIVERSITY.

UNIVERSITY LIBRARY AT THE LEFT.

Closely adjoining the Normal on the northeastern corner is the new building lately erected called—

THE WOMAN'S HALL.

The Legislature of 1905 appropriated $17,500 for the year ending September 30, 1905, and $17,500 for the year ending September 30, 1906, to build and furnish a girls' Dormitory for the Fairmont State Normal School, but Governor A. B. White vetoed the appropriation for 1905, leaving the Normal School Regents only $17,500 with which to erect a suitable building. How they accomplished so much with one-half the sum apparently necessary is the wonder of all who examine the building. The Dormitory, or Woman's Hall, as it is now named, is a beautiful three-story building on the same lot as the Normal, containing kitchen, pantry, dining room, three rooms for housekeeper and family, seven large rooms for teachers, twenty-two rooms for students two in a room, besides parlors, reception halls and study hall. All rooms are finished in oak and teachers' and students' rooms are furnished with attractive furniture—iron beds, the best springs, mattresses, wardrobes, center-tables, washstands and bowls, pillows, rockers, chairs, etc.

Forty students and teachers were provided for in Woman's Hall during the fall term ending December 23, 1906, the students paying only $3 to $3.50 a week according to size and location of rooms.

PRINCIPALS.

The first State Superintendent of free schools, the Hon. Wm. R. White, at the end of his term in 1868, became the first Principal of the Fairmont State Normal school. For four years he secured from the Peabody fund each year $500 for the Normal proper, and $1,000 for the public schools of Fairmont which were then attached to the Normal to some extent for the observation and training of the Normal students. This union after a few years proving unsatisfactory, the public schools were in 1876 organized into a separate system under the supervision of Mr. Thos. C. Miller who was graduated from the Normal in the class of 1873.

A list of the Principals of the Fairmont State Normal School is herewith presented with the years of service of each.

Wm. R. White, 1868.
J. C. Gilchrist, 1871.
*J. G. Blair, 1872.
Miss M. L. Dickey, 1878.
U. S. Fleming, 1882.
Conrad A. Sipe, 1883.
Miss N. R. C. Cameron, 1889.
John Roemer, 1890.
J. C. Gwynn, 1891.
J. Walter Barnes, 1892.
*Marcus M. Ross, 1902.
M. C. Lough (6 mos.), 1903.
W. L. McCowan, 1903.
U. S. Fleming, 1905.

COURSES OF STUDY.

Four strong courses of study are presented to all who wish diplomas in the regular studies, each course requiring four years of study for

*Dr. J. G. Blair and Prof. M. M. Ross laid down their lives while serving the State as Principals of the school and though dead they still speak to us and their good works do follow them.

those who are prepared to enter upon them. They are the Normal Course, Classic Course, Modern Language Course, and Science Course, besides two to four year courses in Elocution, Instrumental and Vocal Music and Drawing and the finer Arts, Bookkeeping and a short Business course.

MODEL SCHOOL.

There is now a model and training school in the Normal building, consisting of children of the first, second and third school years, under the supervision and teaching of Miss M. E. George, a graduate of the Buffalo (N. Y.) State Normal School and a teacher of several years experience in Model teaching, in Kindergarten work, and as Critic teacher in Normal schools. In this Model School the advanced Normal students take observation lessons and recite to Miss George as Critic teacher the results of their observation. Actual practice with classes follows.

LIBRARY AND READING ROOM.

In one of the large rooms of the Normal nearly 4,000 books may be found, catalogued under the Dewey decimal system, and arranged on shelves by the librarian according to their subjects and numbers. Several cyclopedias including the Britannica will be found. The leading magazines and papers to the number of forty have their places upon a long table across one end of the room, and a librarian keeps open the library a certain number of hours each day.

DIPLOMAS.

All students who satisfactorily complete any of the regular courses of study will receive a suitable diploma from the State Department of Public Schools. One holding a normal diploma after three years of successful teaching, two of which years must immediately precede his application, shall be entitled without examination to a State professional certificate good for six years, and then by renewal, after teaching a certain number of years, effective altogether for thirty years.

West Liberty State Normal School

BY LORAIN FORTNEY, PRINCIPAL.

In 1838 the Reverend Nathan Shotwell established a school at West Liberty, Virginia (now West Virginia), which he called the West Liberty Academy. The opening year was one of bright prospects with an enrollment of 65 students.

Notwithstanding the good beginning thus made many difficulties were to be experienced before the Normal was established in 1870. The original building, a substantial brick structure built by the contributions of the friends of the school, was destroyed by fire in 1840; and for many years the school had to use buildings not very well adapted to the work. Progress was under these circumstances difficult.

However, in 1857 under prospect of state aid the public spirited citizens came to the rescue and raised by subscription sufficient funds to erect a suitable building for the school. This building, which was later remodeled, is the older part of the structure now occupied by the Normal and is a two story brick edifice fifty feet by eighty feet. Much credit is due those who gave their time and money to this work.

At the completion of the new structure, A. F. Ross, A. M., who for sixteen years had been Professor of Ancient Languages at Bethany College, was elected principal of the school. Under the influence of the Civil War the former influence of the school was somewhat lessened, since many of the students enlisted in the service of the Union. Professor Ross resigned in 1861, and was succeeded by Professor James Bradbury, who served until his death only one year later. During the years extending from the death of Professor Bradbury up to the establishment of the Normal in 1870, the principals were Professors Dunning, J. O. Brown, and J. M. Frazier, respectively.

The legislative enactment by which the West Liberty State Normal School was established was passed in 1870. The act authorized the purchase by the State of the West Liberty Academy building. This was done and the school opened as the West Liberty State Normal School May 2, 1870. The school was thus the third in order of time established in this State, others being already established at Huntington and Fairmont respectively.

Professor F. H. Crago was the first principal of the school and served successfully in that capacity for three years, placing the school on a firm basis. Much interest was taken in the school and for the year closing in 1873 there were 110 students including the model school. At his resignation from the Normal in 1873 Professor Crago became Superintendent of the Moundsville public school where he served for several years. He is now Principal of Ritchie School, Wheeling, a position he has held since 1890. He is a graduate of Waynesburg College.

Principal Crago's successor was James R. Morrow, Ph. D., a graduate of Jefferson College. Under Principal Morrow's guidance the school did good work notwithstanding the fact that the financial condition of the state made ample appropriations impossible. Mr. Morrow served as principal two years. He was for many years—until his death in 1904—Principal of the Allegheny (Pa.) High School.

In 1875 J. C. Gwynn, A. B., a graduate of Waynesburg College, was elected principal of the school. He resigned in 1879 and has since been principal of the Fairmont State Normal School and of Madison School of Wheeling and Superintendent of the Wellsburg public schools. During the principalship of Mr. Gwynn the Normal experienced success and the records show an increased enrollment.

From 1879 to 1881 Robert McPheeters was principal of the school. He was a man of scholarship and conducted the school successfully at a time when the lack of funds was especially embarrassing. Principal McPheeters was especially proficient in astronomy.

D. T. Williams, A. M., a graduate of Waynesburg College, was principal of the school from 1881 to 1884. He afterwards served for

seventeen years as Superintendent of the Moundsville public schools and is now Principal of Madison School, Wheeling. In all his school work he has been eminently successful.

From 1884 to 1886 J. A. Cox, A. M., M. D., was principal and did excellent service for the school. Bethany College was his Alma Mater. After leaving the Normal he served as Superintendent of the Martinsburg public schools. He is now practicing medicine in Wheeling.

Professor R. A. Armstrong, A. M., a graduate of the West Virginia University, became principal in 1886 and served the school for seven years. A long period of service and better appropriations enabled Professor Armstrong to improve the school greatly. The enrollment increased considerably and the school was strengthened in several ways. Professor Armstrong since then has done post graduate work in Chicago and Harvard Universities and is now Professor of the English Language and Literature in the West Virginia University.

Professor J. N. Deahl, Ph. D., a graduate of Harvard University, served the school as principal from 1893 to 1898, during which period the school made marked progress and added to its alumni list many worthy young men and women. On leaving the school in 1898 Professor Deahl entered Teachers' College of Columbia University, from which re received the A. M. and Ph. D. degrees. He is now Professor of Education in the West Virginia University.

While Professor Deahl was principal the Legislature appropriated for an additional building to be used by the school. This building had, however, been completed only one year when it was destroyed by fire. The necessary appropriation for rebuilding was secured and the present structure is the result. It consists of the older part which was remodeled and a newer part as an annex.

In 1898 W. B. Cutright, A. B., a graduate of the West Virginia Conference Seminary and of the West Virginia University was elected principal of the school and served one year, retiring at that time to practice law at Buckhannon, W. Va. He represented Upshur county one term in the State Legislature.

James M. Skinner, Ph. D., was chosen principal in 1899, having just graduated from the West Virginia University with the degree of Ph. B. Later he received the A. M. and Ph. D. degrees from the Illinois Wesleyan University. Professor Skinner served the school successfully for two years and is now Vice President of Morris Harvey College.

W. L. McCowan, Ph. B., a graduate of Marietta College, was principal from 1901 to 1903. He had been Superintendent of the Ravenswood public schools for many years and after leaving the Normal became principal of the Fairmont State Normal School. He is at present again Superintendent at Ravenswood.

Since 1903, Lorain Fortney has been principal. He is a graduate of the West Virginia University with the degrees of A. B. and LL. B. and of the Western University of Pennsylvania with the degree of Ph. D. During his incumbency the school has experienced considerable increase in numbers, the enrollment for the last three years

being greater than ever before. There is every evidence that in the years to come the school will increase in numbers and in the wholesome influence it is exerting on the public schools of the State.

The present faculty consists of the following persons: Lorain Fortney, Principal and instructor in Psychology and French; Callie W. Curtis, Training and English; Maude I. Jefferson, Science and History; Arthur S. Bell, B. S., Latin and Mathematics; Mary Louise Yagar, A. B., German and History; W. H. Tabler, Mathematics and English; Lucile Ware Elliott, Music; Frank Hipps, Elocution and Physical Culture; Mrs. Emma Glass, Art.

The alumni number 295, almost all of whom have taught one or more terms of school. Many have taught for several years. Others have become professional teachers. We estimate with tolerable accuracy the cost of the school in dollars, but it is impossible to fix an estimate of the influence of the school for good.

Not only has the school provided the state with a large number of graduates to train her youth, but it has sent out many teachers who have not completed the course. Many teachers enter the school and pursue a portion of the course that will be especially helpful in their work.

The field of academic instruction in the school is important. Courses of study are offered that equip for the study of law, medicine, and engineering in universities and technical schools. The school has educated many for the various fields of usefulness. Many of the graduates have taken college courses in the best schools of the country.

West Liberty, the home of the school, was laid out during the summer of 1783 and received town rights from the Assembly of Virginia, November 29, 1787. The people are religious, cultured, and industrious. The social atmosphere of the town and community pervades the school and contributes to its life and success.

The location of the town is favorable to school work. It is twelve miles from the city of Wheeling, far enough to be free from the distracting influences of city life and near enough to share many of its advantages. The country around is one of the most beautiful sections of the state and all things tend to render the school homelike and a pleasant place for mental labor.

Glenville State Normal School

BY JOHN C. SHAW, PRINCIPAL.

The Normal building is located in a beautiful campus on an elevation facing southwest, overlooking the river and town. The entire campus is a greensward ornamented with trees in that stage of life which is emblematic of sturdy youth full of hope and action. Some provisions are made on the campus for recreation such as basket ball and lawn tennis.

The present building is a substantial brick structure in part erected in 1885 and completed as it now stands in 1894, except the tower, which

has since been built and rebuilt. While the building is not massive it is modern in equipment and construction. It is lighted and heated with natural gas and is amply provided with water. It contains an assembly hall, study hall, six class rooms, library, laboratory, music room, office, and in the basement, two rooms provided for gymnasium purposes. The class rooms are not large, but with the exception of an occasional class are sufficiently commodious for the school with the present attendance. Each room is provided with single seats and desks sufficient to accommodate ordinary classes. The walls and ceilings of most of the rooms have been papered within the past three years. The walls have been adorned with pictures of appropriate subjects, giving the rooms in general an attractive appearance. The library contains over 3,000 purchased volumes and about 10,000 volumes of public documents. The selection of books has been made with a view to appropriateness for a school of this character. Many volumes have been selected as accessory aids to the subjects taught while many others have been selected for their knowledge, literary and culture value. Some of the general reference works are kept in the study hall that they may be the more conveniently accessible. In order that the reading habit may be cultivated and applied to good literature, specified assignments are required with various subjects. The laboratory has a creditable equipment for illustrative teaching of Physics and Chemistry. It is provided with a large slate top desk supplied with water and natural gas. In connection with the illustrative and experimental teaching it is worthy of mention that the school possesses a very good set of specimens to be used in connection with Geology, Zoology and Physical Geography. The music room is so fitted out as to present an attractive appearance. The school is supplied with three pianos and an organ. The gymnasium rooms are of the same size as the recitation rooms above them. They are approached by separate entrances; one is used by the young ladies and the other by the young men. Each is equipped with dumb bells, Indian clubs, chestweights, and some other general apparatus.

The school was first opened to students January 14, 1873, by T. M. Marshall, who served as Acting Principal until April, 1873. From this time the office of principal has been filled by those whose names are given below with the period of service indicated:

Louis Bennett .....1873—1875
T. M. Marshall .....1875—1881
S. P. Lazear .....1881—1882
R. F. Kidd .....1882—1884
E. J. Hall .....1884—1885
S. B. Brown .....1885—1890
R. W. Trapp .....1890—1891
Miss Verona Maple, acting principal .....1891—Feb. 1892
M. D. Helmick .....Feb. 1892—1895
W. J. Holden .....1895—1901
John C. Shaw .....1901— ..

The Executive Committee of the school since the organization has been made up as follows:

Milton Norris .....1873—1894
Nelson M. Bennett .....1873—1894
S. L. Ruddell .....1873—1886
R. F. Kidd .....1886—1895
R. G. Linn .....1894—1895
W. M. Arnold .....1894—1895
J. N. Shackleford .....1895—1903
W. D. Whiting .....1895—1903
R. L. Ruddell .....1895—1897
M. B. Morris .....1895—1897
H. R. Brannon .....1900—1903
R. F. Kidd .....1903—1905
D. U. O'Brien .....1903—1906
J. J. Hendrick .....1903—1904
R. F. Kidd .....1906—
M. B. Morris .....1906—
J. E. Ewing .....1906—

PRESENT FACULTY.

John C. Shaw, Principal (University of Nashville, Clark University)—Professional Subjects, Geometry.

E. C. Rohrbough, First Assistant (Allegheny College, Harvard)—Foreign Languages.

Phrania Zink (West Liberty Normal, Peabody Normal College)—History, Algebra, Botany.

Ada R. Colbert (West Virginia University)—French, Latin, Algebra.

Mary M. Woods (Union Female College, Alabama; Packer Institute, Brooklyn)—Natural Science, English.

Harriet T. Stalnaker (West Virginia University)—Mathematics, English.

Mildred Ruddell (Mary Baldwin Seminary)—Music.

E. Fuller Shearer (Morris Harvey College, Private Instruction)—Elocution, Physical Culture.

Shepherd College State Normal School

BY PRINCIPAL J. G. KNUTTI.

ORGANIZATION AND EARLY HISTORY.

Shepherd College dates its founding as a State Normal School to an act of the Legislature of West Virginia, passed Febraury 27, 1872; but it had its beginning in a classical and scientific school, styled "Shepherd College," the certificate of incorporation of which was placed on record at Charles Town, January 12, 1872. The incorporators of this school, all of whom were representative citizens of Shepherdstown, named in the order of their signatures, were C. W. Andrews, A. R. Boteler, C. T. Butler, G. M. Beltzhoover, David Billmyer, Samuel Knott and Henry Shepherd.

At their first meeting, January 13, 1872, Dr. C. W. Andrews, rector of Christ Episcopal Church of Shepherdstown, was elected president; and George M. Beltzhoover, at that time a rising young attorney, was made secretary and treasurer, — a position which he has filled ever since to the eminent satisfaction of the school and the State. After some negotiation, the incorporators, who now styled themselves a "board," secured from Mr. Shepherd Brooks, of Boston, a perpetual lease on what is now known as the "old building," which had been erected for a court house while Shepherdstown was temporarily the county seat of Jefferson county, and in this was housed the new institution about-to-be. At the head of the school was placed Joseph McMurran, A. M., who had already attracted notice as a teacher of private schools in the community, with Rev. J. T. Rossiter, A. M., and Alexander Tinsley, M. D., as nominal assistants. The Legislature was soon afterward prevailed upon to locate one of the State's Normal Schools here; and as a consequence "Shepherd College" passed under State control, with the cognomen "State Normal School" added to its original name. Mr. McMurran was continued as principal of the school and was given as his assistants Messrs. D. D. Pendleton, S. S. Smeltzer and Mrs. Lilly P. Lee. The school thrived under this management in spite of the fact that unenlightened legislatures failed to provide adequately for its support. Principal McMurran has been held in kindly remembrance by all the friends of this school for his unflinching fidelity to it during these troublous times. For his self-sacrificing interest in its upbuilding, he is often affectionately referred to by his "old students" as the "Father of Shepherd College." The school's attendance during the nine years of his administration was very irregular, due no doubt to its uncertain financial support; but on the whole a good foundation was laid, and Mr. McMurran's influence has been no uncertain factor in its subsequent development.

From 1882-85, D. D. Pendleton, A. M., was principal. With Miss Mary E. Allen as his only assistant, the school managed to live through this period of depression.

Mr. T. J. Woofter was at the helm from 1885-87. Messrs. W. A. Eckles, Asa B. Bush and Miss Laura C. Strider were his assistants, though he never had more than two at any one time. No material change in the general tenor of the school occurred during this administration, though good work was being done by the few students who were in attendance.

Then for four years — 1887-91, Asa B. Bush, A. M., was at the head of the school. His assistants at various times were Charles J. Miller, and Misses Ella Fordyce, Alice P. Pendleton and Mary M. Myers. During these years the attendance increased materially and the school's prospects grew brighter.

For one year — 1891-92, E. Mode Vale, A. M., was principal. As assistants he had Charles J. Miller and Misses Pearl C. Hosie and Ella Fordyce.

A. C. Kimler, A. B., served as principal from 1892 to 1901. At various times he had as assistants: Messrs. Charles J. Miller, L. D. Arnette, A. W. Porterfield and A. C. Hines; and Misses Ella Fordyce, Pearl C. Hosie, Harriett D. Johnson, Mary E. McConn, Agnes Beltzhoover and Urna V. Cummings; and Mrs. M. E. Butler. The school had an era of increasing

NEW BUILDING, MARSHALL COLLEGE.

FAIRMONT NORMAL SCHOOL AND WOMAN'S HALL ADJOINING.

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prosperity during these years. A better equipment and an increasing number of teachers achieved larger results.

From 1901 to 1903, E. F. Goodwin, A. B., LL. B., was at the head of the faculty. His assistants were Messrs. J. D. Muldoon, J. B. Triplett, Irvin C. Stover and J. G. Knutti; and Misses Mary McConn, Elizabeth M. Stalnaker, Anna B. Woolery, Mary W. Syme and A. Salome Wingate. A considerable increase in the attendance marked this administration.

In 1903, J. G. Knutti, A. B., A. M., was made principal. As assistants he has had Messrs. J. D. Muldoon and J. B. Triplett; and Misses Anna B. Woolery, Elizabeth M. Stalnaker, Blanche Corbin, Louise C. Pendleton, Ada R. Colbert, Myrll Williams and Harriett Jean Trappe; and Mrs. Mabel Henshaw-Gardiner. During these years the school has steadily grown, both in numbers and in the general scope of the work, an increased and greatly improved teaching force and a splendid new building and other equipment having made progress inevitable. The enrollment for the present year promises to reach the two hundred mark, and careful and consistent work is being done in all departments.

LOCATION, BUILDINGS AND EQUIPMENT.

The Shepherd College buildings are situated on a fine plat of ground near the center of the town of Shepherdstown. The campus, though not large, has many pretty shade trees on it, which, together with the fine carpet of grass that covers the ground during nine months of the year, made to give way in places to beds of flowers, and with a leaping, dashing run skirting one edge,—make it one of the most attractive spots to be found anywhere. Less than two hundred yards distant, to the north, is the historic old Potomac, winding in graceful curves among the lowly hills which seem to have planted themselves directly in its path, but whose verdure and soil (their clothing and flesh) were gradually stripped from them, leaving their ribs and backbones skirting the river's edge as evidence of the unequal contest for the "right of way" across the Shenandoah Valley at this point. It was over one of these cliffy ledges, only a mile below Shepherdstown, that Lee's grim rear guard swept one of McClellan's finest regiments and hurled it to destruction in the stream below. Only three miles to the north is the fine national cemetery of Antietam, with the monument-studded battlefield, where twenty-five thousand men were killed and wounded in that awful death-struggle on September 17, 1862. To the south of Shepherdstown spread out the boundless reaches of the magnificent Shenandoah Valley, skirted on east and west, respectively, by the Blue Ridge and the North Mountain. A more picturesque and historic spot for the location of one of West Virginia's Normal Schools could not have been found elsewhere within her bounds.

The school is housed at present in three buildings, of which the "Old Building," as it is now called, is the oldest. It is the one referred to previously as having been transferred by perpetual lease to the trustees of Shepherd College by Shepherd Brooks, Esq., of Boston. It contains six commodious rooms, four of which are devoted to music purposes, the other two constituting the Y. W. C. A. and Y. M. C. A. halls. "Shepherd College Hall" adjoins this building on the north and constitutes an assembly and

drill hall. The "New Building" is situated about forty yards to the north, with its main entrance facing west. In it are a fine auditorium and gymnasium, two literary society halls, the school library, Principal's and general offices, and eight recitation rooms; besides toilet and bath rooms, etc. In point of beauty and general architectural design, it is not excelled by any school building within the State. It will long stand as a monument to the architect who designed it and the Board of Regents who had it reared, and is a credit to the State of West Virginia.

With the above-described facilities; with a Board of school men to look after its interests; with a liberal State to provide for its future necessities; with a faculty and student body working together for results, Shepherd College State Normal School may be depended upon to make no uncertain return to the State of West Virginia for her share of the financial budget devoted to the education of her youth.

The Concord Normal School

BY FRANCES ISABEL DAVENPORT, PRINCIPAL.

The Concord State Normal School, located at Athens, West Virginia, was established by an act of Legislature passed February 22, 1872. The corner stone was laid on the 22d of February, 1874, with Masonic honors.

The first session of the school opened May 10, 1875, with Captain James H. French as principal and Major William M. Reynolds as assistant. It continued for twenty weeks and had an enrollment of seventy students. The growth and success of the school were so great that the building soon became inadequate, and the Legislature made an appropriation for a new building. In three years this was followed by another appropriation to enlarge the new building. The school continued in this building until February of 1889. In 1897 the Legislature appropriated $20,000 for building an addition. In point of arrangement the present structure is one of the best school buildings in the State. A large dormitory for the young women students has been added.

The first principal of the school was Captain James Harvey French. He was born in Giles County, Virginia, October 20, 1818. He received his education at Georgetown, D. C., and at the University of Virginia. On May 10, he became principal and held the position until his death, December 11, 1891. His body rests on the campus north of the school building, where a beautiful and simple granite shaft has been erected to his memory by the members of the alumni association.

Major William M. Reynolds, the first assistant teacher, rendered conspicuous services to the school during the two terms he served in the State Legislature.

On the death of Mr. French, Mr. John D. Sweeney, of Tyler County, West Virginia, was elected principal. Mr. Sweeney was graduated from the West Virginia University in 1885, and served six years in the school as assitant teacher before he became principal. Mr. Sweeney was succeeded by Mr. George M. Ford, also a graduate of the West Virginia

University in 1897. Mr. Ford served until 1900, when he resigned, and Mr. Elmer F. Goodwin was appointed to the position. At the end of Mr. Goodwin's first year at Concord, he was transferred to the principalship of the Shepherd College State Normal, and Mr. Arthur S. Thorn, a graduate of Emory and Henry College, became principal. Mr. Thorn served for five years, from 1901 to 1906. In June, 1906, Miss Frances Isabel Davenport, the head of the training department of the Fairmont Normal School, was appointed principal.

Since the opening of the school in 1875, in a little wooden schoolhouse, and with about nineteen students, the record of the school has been one of steady growth in numbers and efficiency. It now possesses one of the most attractive school buildings in the State, an excellent library, a first-class model department and the second largest enrollment of the Normal Schools of the State.

Courses of Study in the Normal Schools.

		NORMAL	CLASSIC
FIRST YEAR.	FALL	Oriental and Greek History English Latin Physiography	Oriental and Greek History English Latin Physiography
	WINTER	Algebra English Latin Phys. and Industrial Geog.	Algebra English Latin Phys. and Industrial Geog.
	SPRING	Algebra English Latin Roman History	Algebra English Latin Roman History
SECOND YEAR.	FALL	Algebra Rhetoric and Literature Latin Mediæval and Modern Hist.	Algebra Rhetoric and Literature Latin or Greek Mediæval and Modern Hist.
	WINTER	Algebra Rhetoric and Literature Latin English History	Algebra Rhetoric and Literature Latin or Greek English History
	SPRING	Algebra Rhetoric and Literature Latin Botany or Zoology	Algebra Rhetoric and Literature Latin or Greek Botany or Zoology
JUNIOR YEAR.	FALL	Geometry English (Literature) History of Education Civics and U. S. History	Geometry English (Literature) French, German, Latin or Greek } Any two
	WINTER	Geometry English (Literature) Economics Commercial Geog.	Geometry English (Literature) French, German, Latin or Greek } Any two
	SPRING	Geometry English (Literature) Geology or Astronomy General Methods School Sanitation	Geometry, Geology or Astronomy English (Literature) French, German, Latin or Greek } Any two
SENIOR YEAR.	FALL	Chemistry Physics Biblical History, Pedagogy, Psychology School Supervision and Training Work	Physics or Chemistry Psychology French, German, Latin or Greek } Any two
	WINTER	Chemistry Physics Pedagogy, Psychology Sociology and Training Work	Physics or Chemistry Sociology or Psychology French, German, Latin or Greek } Any two
	SPRING	Chemistry or Trigonometry Physics or Agriculture Ethics, Child Study, Educational Psychology Methods and Training Work	Physics or Chemistry Ethics French, German, Latin or Greek } Any two

Courses of Study.—Continued.

		MODERN LANGUAGE	CIENCE
FIRST YEAR.	FALL	Oriental and Greek History English Latin or German Physiography	Oriental and Greek History English Latin or German Physiography
	WINTER	Algebra English Latin or German Industrial Geography	Algebra English Latin or German Industrial Geography
	SPRING	Algebra English Latin or German Roman History	Algebra English Latin or German Roman History
SECOND YEAR.	FALL	Algebra Rhetoric and Literature Latin, German or French Mediæval and Modern Hist.	Algebra Rhetoric and Literature Latin, German or French Mediæval and Modern Hist.
	WINTER	Algebra Rhetoric and Literature Latin, German or French English History	Algebra Rhetoric and Literature Latin, German or French English History
	SPRING	Algebra Rhetoric and Literature Latin, German or French Botany or Zoology	Algebra Rhetoric and Literature Latin, German or French Botany or Zoology
JUNIOR YEAR.	FALL	Geometry English (Literature) German or French Civics and U. S. History	Geometry English (Literature) German or French Civics and U. S. History
	WINTER	Geometry English (Literature) Economics German or French	Geometry English (Literature) Economics German or French
	SPRING	Geometry English (Literature) Geology or Astronomy German or French	Geometry English (Literature) Geology or Astronomy German or French
SENIOR YEAR.	FALL	Chemistry or Physics Psychology French German	Chemistry Plane Trigonometry Physics French or German
	WINTER	Chemistry or Physics Sociology French German	Chemistry Physics Sociology or Spherical Trig. French or German
	SPRING	Chemistry or Physics Ethics French German	Chemistry or Agriculture Ethics or Analytical Geom. Physics French or German

ENROLLMENT AND GRADUATES BY SCHOOLS.

The following tables give the enrollment and the number of graduates at each of the Normal Schools since they were established. This is an interesting and a valuable record and will doubtless be preserved by all who are watching our educational progress.

MARSHALL COLLEGE.

Year.	No. Enrolled.	Graduates.
1869-70		4
1871		9
1872	195	11
1873	161	
1874	70	9
1875		14
1876	97	15
1877	73	14
1878	137	8
1879	145	10
1880		15
1881	123	
1882	107	4
1883	109	4
1884	98	8
1885	153	8
1886	180	15
1887	147	6
1888	163	12
1889	172	9
1890	165	6
1891	163	7
1892	183	8
1893	137	10
1894	152	5
1895	222	7
1896	222	17
1897	258	19
1898	278	12
1899	456	11
1900	452	20
1901	533	24
1902	637	32
1903	787	12
1904	606	40
1905	790	22
1906	978	43
Total	9,149	470

FAIRMONT.

Year.	No. Enrolled.	Graduates.
1869-70	70	
1871	60	
1872	85	4
1873	108	25
1874	100	19
1875	152	33
1876	105	20

1877	139	23
1878	221	14
1879	190	25
1880	149	13
1881	182	18
1882	218	9
1883	205	12
1884	200	8
1885	207	7
1886	230	10
1887	258	8
1888	268	14
1889	297	15
1890	232	24
1891	257	12
1892	260	27
1893	282	21
1894	329	15
1895	362	13
1896	383	13
1897	380	22
1898	354	16
1899	385	17
1900	427	29
1901	459	9
1902	358	12
1903	428	14
1904	415	10
1905	425	10
1906	430	9
Total	9,610	550

WEST LIBERTY.

Year.	No. Enrolled.	Graduates.
1871	97	
1872	103	10
1873	110	20
1874	54	8
1875	43	7
1876	35	5
1877	56	4
1878	63	6
1879	70	21
1880	45	10
1881	43	12
1882	43	1
1883	54	2
1884	52	8
1885	48	4
1886	56	4
1887	75	4
1888	102	5
1889	126	12
1890	112	8
1891	133	9
1892	150	11
1893	138	11
1894	142	10
1895	160	19

1896	163	11
1897	185	14
1898	162	10
1899	168	8
1900	186	11
1901	163	5
1902	187	9
1903	172	5
1904	175	2
1905	196	6
1906	207	9
Total	4,074	301

GLENVILLE.

Year.	No. Enrolled.	Graduates.
1873	120	
1874	100	4
1875	105	10
1876	71	3
1877	69	1
1878	72	5
1879	54	1
1880	46	2
1881	23	2
1882	65	2
1883	70	5
1884	114	7
1885	108	5
1886	100	4
1887	89	7
1888	123	9
1889	114	7
1890	96	15
1891	103	14
1892	107	12
1893	132	18
1894	111	10
1895	95	11
1896	107	10
1897	138	9
1898	148	3
1899	140	3
1900	132	11
1901	155	2
1902	136	5
1903	123	5
1904	121	5
1905	123	8
1906	166	8
Total	3,576	223

SHEPHERD COLLEGE.

Year.	No. Enrolled.	Graduates.
1874	145	21
1875	160	28
1876	136	27

1877	102	8
1878	94	11
1879	93	18
1880	55	14
1881	71	5
1882	58	9
1883	62	1
1884	59	10
1885	65	12
1886	65	3
1887	69	6
1888	64	3
1889	71	4
1890	69	8
1891	87	10
1892	90	7
1893	99	12
1894	91	8
1895	103	7
1896	103	12
1897	100	9
1898	88	5
1899	105	10
1900	116	15
1901	127	7
1902	151	10
1903	143	7
1904	153	11
1905	175	10
1906	158	6
Total	3,327	329

CONCORD.

Year.	No. Enrolled.	Graduates.
1876	70	
1877	75	
1878	86	2
1879	100	8
1880	65	6
1881	94	17
1882	90	11
1883	110	2
1884	137	9
1885	105	9
1886	96	3
1887	124	7
1888	170	4
1889	166	5
1890	166	7
1891	181	7
1892	217	7
1893	214	12
1894	190	6
1895	192	9
1896	199	12
1897	227	15
1898	236	7
1899	189	5

1900	238	16
1901	203	4
1902	215	10
1903	230	7
1904	224	8
1905	215	9
1906	301	6
Total	5,125	230

TOTAL ENROLLMENT AND NUMBER OF GRADUATES IN ALL THE NORMAL SCHOOLS UP TO CLOSE OF THE LAST SCHOOL YEAR, JUNE 30, 1906.

Year.	No. Enrolled.	Graduates.
1869-70	70	4
1871	157	9
1872	383	25
1873	499	45
1874	469	61
1875	460	92
1876	514	70
1877	514	50
1878	673	46
1879	652	83
1880	360	60
1881	536	54
1882	581	36
1883	610	26
1884	660	50
1885	686	45
1886	727	39
1887	762	38
1888	890	47
1889	946	52
1890	840	63
1891	924	59
1892	1007	72
1893	1002	84
1894	1015	54
1895	1134	66
1896	1177	75
1897	1288	88
1898	1266	53
1899	1443	54
1900	1551	102
1901	1640	51
1902	1684	78
1903	1883	50
1904	1694	76
1905	1924	65
1906	2240	81
Total	34,861	2103

West Virginia School for the Deaf and the Blind

At the close of the legislative session of 1870 a bill was passed creating a school for the deaf and the blind. The original draft of this bill provided only for a school for the blind. The incorporation of the deaf with the blind was a legislative accident which resulted from an amendment to insert the words "deaf and dumb and" before blind wherever it occurred in the bill. In the absence of technical advice, the friends of the measure acceded to the amendment, and the school became a dual institution, which, it has been the long deferred hope of its best friends to see corrected by enlightened legislation. The Board was organized in the city of Wheeling, and had accepted a donation of buildings adequate for the early needs of the school, and was proceeding to refit them for that end when an injunction issued from the Circuit Court of Ohio County restraining the gift, and the Board of Regents did not resist the proceedings. A month or two later the generous gift of the citizens and Literary Society of Romney was accepted, and the school was organized at that town in July, 1870, by the election of H. H. Hollister as principal, H. H. Johnson as first teacher in the blind department, and Miss Harris as first teacher in the deaf department. Mr. Holdridge Chidester was also made teacher in the same department, and the school was opened at the end of the following September in buildings quite adequate for the first year's attendance, a part of the donation which secured the location of the school. In the early part of this first term of the school Mr. Henry White was appointed watchman. He and Mr. Johnson hold the honorable distinction of having been connected with the institution continuously to the present time. At the next session of the Legislature appropriations were made for the increase of the accommodations of the school, and like generous treatment has been accorded as the necessities demanded until we have a large and commodious institution, now crowded to about its utmost capacity, and clearly pointing the way to legislative relief. Mr. Hollister continued to administer the affairs of the school until October, 1873, when he resigned to enter upon a professional career.

Dr. S. R. Lupton, the faithful physician to the school, was invited to assume charge as Principal *pro tempore*, and served for a few months very acceptably. In the meantime the Board appointed Rev. L. Eddy as principal. The latter had been a teacher of the deaf, as had also Mr. Hollister. It was the most natural thing in the world that their predilections should have been for the deaf side of the school. In consequence that side of the school greatly predominated in numbers, and has continued to do so, and there seems to be no remedy except in the correction of the legislative mistake of 1870. Mr. Eddy took charge in the early days of 1874 and remained at the head of the school till June of that year, when a change in the political complexion of the management led to his retirement and the appointment of Major John C. Covell, who had been for years connected with the Virginia Institution for the Deaf and Dumb and the Blind as teacher, assistant principal and principal. He was a broad, cultured and scholarly gentleman who fully appreciated the

whole range of his responsibilities and impressed upon the institution all those permanent features of efficiency that it has been the pride of subsequent administrations to maintain and extend. He died in 1887, and the Board of Regents, with becoming timidity, hesitated to make immediate choice of a successor, and requested their secretary, Mr. Henry B. Gilkeson, to assume charge until they could be safely advised as to whom to choose. After a few weeks the Board convened again and decided to impress Mr. Gilkeson into the permanent service of the school. He conducted the affairs of the school so comfortably for a year that the hope was entertained that it might be his pleasure to make it his life work; but the fascination of his professional life and the demands of an extensive practice at the bar were too strong to be resisted and he requested the Board in due time to look out for a suitable principal. They accordingly invited Mr. C. H. Hill, another teacher of the deaf, to assume charge of this dual school. He did so in the summer of 1888, and continued to direct the affairs of the institution until June, 1897, when in consequence of certain differences that could not be compromised he resigned, and the Board selected as his successor Mr. James T. Rucker, of Lewisburg, W. Va. Mr. Rucker enjoyed the advantage over all his predecessors of being an all-round business man and an accomplished teacher of seeing and hearing children, having been Superintendent of the Schools of his native town for years. He has greatly extended the plans of Major Covell and has brought the institution with leaps and bounds to a degree of efficiency which challenges comparison with any in the land. If his present recommendations are approved by the Legislature, the school will have little more to ask beyond its mere maintenance for perhaps a score of years to come.

The location of the institution, at Romney, the county seat of Hampshire, is an admirable one. The climate is perhaps as salubrious as can be found in the State. The summers are usually cool and the winters rarely severe. Then another most excellent feature is the abundance of good water. The institution owns its own water plant; the water for drinking, bathing and cooking purposes being piped from a mountain spring some two miles distant. The grounds are large, affording the boys an opportunity to engage in all kinds of athletics and the girls a chance for friendly contests in basket ball and tennis.

The purpose of the school is entirely educational and embraces none of the features of an asylum. The course is forty weeks, with twelve weeks' vacation, spent at home. A ten years' course is, in most cases, necessary for fitting and preparing pupils for the difficulties and problems which the future holds in store for them. In connection with the educational feature a practical course is given in carpentering, tailoring, baking, shoemaking and printing for the deaf boys and in mattress, broom and chair making for the blind. The girls are given a thorough and practical course in sewing and housekeeping, and it is hoped that a cooking school may soon be installed. Then, too, the institution owns a farm of 100 acres only half a mile from the school, where the boys are given an opportunity to develop whatever tendencies they may have in an agricultural direction. The literary course is practically the same

as that adopted by the public schools. In the blind department, however, a course is given in Latin, German and English literature and geometry. Quite a good deal of attention is paid to music, and any blind pupil who has any inclination or talent is given ample opportunity to develop it.

The West Virginia Reform School

BY D. S. HAMMOND, SUPERINTENDENT.

The West Virginia Reform School was established by an Act of the Legislature, passed February 11, 1889. Section 12 of said act provided for a commission to be appointed by the Governor consisting of the State Superintendent of Free Schools and one member from each Congressional District of the State, who should within four months after the act went into effect select such location as it deemed best as the site for the West Virginia Reform School.

These commissioners after examining different localities and considering a number of propositions during the summer of 1889, finally accepted the offer of the citizens of Taylor County, and located the West Virginia Reform School at Pruntytown, the former county seat of that county, on the Northwestern Turnpike, four and a half miles from Grafton, the present county seat. The location, which is two miles from the Tygarts Valley River, is healthful and quite picturesque.

The Board of Directors, composed of A. B. Sinnett, Kanawha County; J. E. Peck, Logan County; W. M. O. Dawson, Preston County; George E. Price, Mineral County; J. Hop Woods, Barbour County, and J. C. Gluck, Ritchie County, held their first meeting at Grafton, in the parlor of the Grafton House, January 2, 1890. The meeting was called to order by W. M. O. Dawson, of Preston County, and organized by electing George E. Price, president, and J. Hop Woods, secretary. After a number of meetings and consultations the Board, on May 13, 1890, elected Professor C. C. Showalter, of Preston County, superintendent; he took charge of the property belonging to the school, May 21, 1890. The school was formally opened July 21, 1890, with one inmate, a white boy, committed by T. P. Jacobs, Judge of Wetzel County Circuit Court.

The following are the superintendents in their order: C. C. Showalter, D. W. Shaw, J. C. Gluck, O. E. Darnall and D. S. Hammond.

The object of the school is the moral reformation, mental training, development and care of male minors between the ages of eight and eighteen years, both white and colored. The white and colored boys have separate cottages and dining rooms, though they have exactly the same privileges, advantages and care. Every effort is made to elevate if possible each boy inmate to the intelligent, law-abiding and self-supporting citizen.

HOW COMMITTED.

Male minors between the ages of eight and eighteen shall be committed in one of the following modes, viz: First, "by a Justice of the

Peace of any county in the State," "on complaint and due proof made to him by the parent, guardian or next friend of such minor, that by reason of incorrigible or vicious conduct such minor has rendered his control beyond the power of such parent, guardian or next friend and made it manifestly requisite that from regard for the moral and future welfare of such minor," he should be committed to the Reform School. Second, by the State Courts for felony or misdemeanor. Third, by the United States District Courts, the Government paying for the maintenance and support of the inmate. Fourth, by parents or guardians wishing to place a minor in the institution for temporary restraint and agreeing with the Board of Directors to make a monthly payment for his maintenance.

ENROLLMENT.

Since the school opened for the reception of inmates, July 21, 1890, to January, 1907, fourteen hundred and fifty boys have been received into the institution.

ENROLLMENT BY BIENNIAL PERIOD.

Boys received from July 21st, 1890, to Oct. 1st, 1890	6
Boys received from Oct. 1st, 1890, to Oct. 1st, 1892	98
Boys received from Oct. 1st, 1892, to Oct. 1st, 1894	105
Boys received from Oct. 1st, 1894, to Oct. 1st, 1896	114
Boys received from Oct. 1st, 1896, to Oct. 1st, 1898	176
Boys received from Oct. 1st, 1898, to Oct. 1st, 1900	178
Boys received from Oct. 1st, 1900, to Oct. 1st, 1902	253
Boys received from Oct. 1st, 1902, to Oct. 1st, 1904	273
Boys received from Oct. 1st, 1904, to Oct. 1st, 1906	253
Total number received in the history of the school	1,420

SEGREGATION.

The inmates of the institution are divided and classified according to their age, mentality, natural ability and physical appetites, as far as possible. This classification is one of the very essential needs of any such institution. Anything less than a complete classification would impair the work of reformation.

INDUSTRIES.

The following are the departments in the trades school: Plumbing, Engineering, Electricity, Printing, Tailoring, Laundering, Shoemaking, Carpentering, Blacksmithing, Brickmaking, Coal-mining, and General Agriculture. There are also Sewing, Baking and Culinary Departments. The object of the trades school is to add to the educational advantages given in the school of letters, an industrial training which will enable the boys, when they go out from the institution and are thrown upon their own resources, to obtain the means of living. Each industrial department is officered by a skilled mechanic, and is in every way qualified for the work of making skilled mechanics and tradesmen, as well as good citizens. Good work is being done in all these departments.

SCHOOL OF LETTERS.

The school of letters is one of the most important features of the institution, as the school room is one of the places where the elements of reformation is best and most effectually instilled into the mind of the boy committed to the institution. Many boys need little more than the instruction given in our school of letters, and the mental and moral stimulus which naturally follows. All the inmates are required to attend school regularly at least nine months of the year, except the smallest boys, who attend school ten months in the year, with a short vacation at the close of each term. The school is divided into eight grades, as are the common schools of the State, and the following branches are taught: Reading, Spelling, Writing, Arithmetic, Geography, Civil Government, State History, American History, Physiology, and Language. Boys do not drop out of school after they have passed the eighth grade, but take up high school studies. The institution is fortunate in securing most excellent instructors in the school of letters. While we have tried to give an impetus to manual training and trades instruction, special attention has been given to the graded schools.

RELIGIOUS SERVICES.

Our Sunday School meets at 9:30 in the morning, and the International Sunday School Lessons are used. The opening services consist of songs, responsive reading and the lesson read responsively, after which the boys recite from memory the entire lesson. A review of the lesson is directed by the superintendent or some one appointed to take his place. The teachers instruct the boys in the Sunday School lesson during the week, giving each class two evenings, so that they are all thoroughly prepared for the review on Sunday morning. There is preaching on the first and third Sundays of each month at 10:30 A. M. by the pastors of the churches of the town, and the second and fourth Sundays are filled by the superintendent or some visiting minister. The superintendent often holds services on Sunday evening in the chapel. We think much good is accomplished by the Sunday services, and we impress upon the mind of the boy that the only true life is the Christian life.

LECTURES AND ENTERTAINMENTS.

The institution is provided with a very healthful and atractive auditorium. We have all the lectures, recitals and entertainments that our appropriation for "Ministerial Services and Lectures" will secure. We think that there is nothing outside of the religious services on Sunday which does so much for the boys as our lectures and entertainments. They are always delighted and benefited by them.

The matrons of the several departments spend an hour, from 7:00 to 8:00 o'clock, Monday, Tuesday, Wednesday and Thursday evenings with the boys at their cottages. The hour is devoted to reading, reciting and singing, or to whatever the matron finds most helpful and interesting.

PAROLE SYSTEM.

The following are the rules governing the granting of paroles: All grades are based on a term of two years' work. For uniform good con-

duct and progress in educational requirements there may be allowed a commutation of time, marked by double promotions, as follows: For six continuous promotions there shall be another double promotion; for six further continuous promotions there shall be another double promotion; for continuous good conduct each of the grades including "honor" and "discharge" shall be commuted by a double promotion — these to be approved by the Board of Directors — so that in eighteen months from the time of admission a "Leave of Absence" may be granted. This "Leave of Absence" is granted by the Board of Directors as a reward for good conduct and a satisfactorily completed record, and holds good during good behavior or until the boy is twenty-one years of age, as shown by the records of the school. The Board may grant an "Honorable Discharge" to said boy any time they may deem it advisable after one year from date of "Leave of Absence." Said boy is required to keep the superintendent informed as to his location, conduct, employment and employer by writing at least once a month. The parent, guardian or employer is to write also and inform the superintendent of the boy's behavior. This is embodied, in substance, in the "Leave of Absence" card. This part of the contract is not always kept, but few boys have to be returned to the school. The great majority of the boys do well after leaving the institution. The very best method for the reformation of boys is to subject them to a system of discipline and training which is found essential to the training of the normal youth to correct moral and social living.

CONTROL.

The institution is controlled by the Board of Directors, five in number, who are appointed by the Governor, and the superintendent, who is the executive officer.

The Board of Directors meets at the institution the second Tuesday in January, April, July and October. The executive committee composed of three of the directors appointed by the President of the Board to serve for three months, meets the second Tuesday of each month to audit accounts, to direct the work of improvement, and to advise with the superintendent in reference to administration.

THE PLANT.

The plant consists of one hundred and ninety-five acres of land, eighteen buildings, an electric light plant, by which all the buildings are lighted, together with a pumping station at the Tygarts Valley River from which the water is pumped into a large reservoir located upon one of the highest elevations on the farm, to supply the entire institution. A sewer line carries all refuse back to the river.

SHEPHERD COLLEGE NORMAL SCHOOL

NYPL

FARM AND GARDEN PRODUCTS.

ARTICLES PRODUCED IN THE YEAR 1906.

Wheat	268	Bushels	Lettuce	225	Bushels
Corn	1800	"	Radishes	425	Dozen
Potatoes	300	"	Tomatoes	525	Bushels
Hay	42	Tons	Lima Beans	80	"
Roasting Ears	1300	Dozen	Peas	7	"
Green Beans	600	Bushels	Turnips	25	"
Cucumbers	75	Dozen	Celery	160	Bunches
Beets	30	Bushels	Peppers	800	Pods
Early Onions	840	Dozen	Pumpkins	450	
Mature Onions	15	Bushels	Strawberries	156	Gallons
Cabbage	2500	Heads	Raspberries	54	Gallons

The entire period from the opening of the school, July 21, 1890, to the present, has been one of uninterrupted progress and improvement. The moral reformation, mental training and development of the boys committed to the institution is being vigorously prosecuted, and when we consider the mental and moral condition of the boys when they enter, the improvement seems to be marvelous. We are not surprised to find, after examination, that the boys do not measure up to the normal standard of the average boy outside. When we consider the ancestry, environment and mode of life previous to conviction, of many of those committed to the Reform School, it is easily understood why they are mentally, morally and, indeed, physically below the standard. Many of them have but little if any home life; their parents, concerned only in the struggle for existence and frequently engaged in vicious employment, are not able to give them more than an occasional thought, and when they do, it is rather to serve their own selfish purposes than to benefit the child. Just as soon as they are large enough they are put to work to earn something to help the family, and then they come in contact with an older and usually rougher class than themselves. The chances are that they have not been permitted to attend school, or if so, have played the truant and have neither the training nor the education with which to begin life on arriving at the period of adolescence. At this time in life they frequently run away or are obliged to leave home and shift for themselves, and are left largely to their own devices, with ill-defined ideas of right and wrong. With but little if any educational equipment and but little or no moral or religious training, they find it difficult to obtain a living, and soon violate the law and naturally gravitate to the reformatory or prison.

With this picture of the conditions of birth and early environment of the average boy committed to the institution, we will give a brief outline of the method of treatment employed:

Upon the arrival of a new boy he is taken before the superintendent, who talks with him of his life and the nature of the crime for which he has been sent to the institution. He is then instructed in the rules and regulations of the school and their meaning and the importance of his

keeping them, and is assured that by application and good behavior, together with a manifest intention to obey the laws when released, he will be able to hasten his parole. Then the family history, as far as possible, and the personal history of the boy are carefully inquired into, and a record of the same preserved. A course of treatment is outlined which will meet as far as possible his deficiencies in education and will build up his mental, moral and physical condition.

Special attention is given to ascertain how nearly the boy committed approaches the normal standard, in order to estimate his natural ability or capacity, as all this has a distinct bearing upon the educational measures adopted to help in his reformation and also effects to some extent the period of his detention.

If a certificate from a reputable physician does not accompany the boy to the effect that he is sound in mind and body and free from all infectious and contagious diseases, he is taken before our physician and a careful medical examination is given him. He is then bathed and furnished with an entire outfit of new clothing and assigned his home, school and work.

Enforced regular habits and systematic physical exercise enable almost every inmate to leave the school sounder and stronger than when he entered. Long continued military drill makes order, neatness and respect for law and authority, habitual. It may be said that these things effect only the physical and mental sides of their nature, and that what they need is moral improvement. It is true at the start the average boy earnestly applies himself to these things without any love for them, and for the reason that he is told that only by making a certain record of proficiency in them can he be released; but in the doing there comes in time a development of that indescribable something which we call character, and everything is now looked upon from a different and better point of view. He acquires the power of persistent and concentrated effort, changes his aims and ambitions and becomes receptive to the more direct moral influences of the school. Religious instructions are faithfully imparted. Through these and similar instrumentalities the object of the institution — "reformation"—is accomplished with reference to the majority of the inmates.

A system of education, to be efficient, must draw out, utilize and develop all the faculties of man's complex nature. These faculties are the intellectual, moral, emotional, spiritual. None of the great constituent human faculties should be neglected. The physician must make health and secure sanitary environment. The teacher must enrich the mind and engender the ability and inclination for useful employment, and the counsels of religion must be used as the supreme instrumentality for arousing all that is noblest and best in the spiritual nature. Thus by a policy of "light and love," conceived in altruism and executed with tact, tenacity and enlightened zeal, will the delinquent be restrained and redeemed.

The State, the supreme representative of organized society, the guardian of humanity's welfare, the dispenser of justice and mercy, cannot afford to impair its dignity, nor lessen the prestige which it so proudly

maintains, by knowingly doing an ungenerous act, nor in the failure of known duty.

West Virginia Industrial Home for Girls

BY HILDA M. DUNGAN, SUPERINTENDENT.

The West Virginia Industrial Home for Girls was established by an Act of the Legislature in 1897.

The first meeting of the Board of Directors was held in Clarksburg, July 28, 1897, to select a site. The members of the Board were Dr. Harriet B. Jones, of Wheeling; Mrs. N. R. C. Morrow, of Fairmont; Mrs. R. S. Gardner, of Clarksburg; Hon. John Cummins, of Wheeling; Hon. Stillwell Young, of Gaines, and Hon. J. Jerome Haddox, of Huntington.

The towns of Corinth, Buckhannon, Huntington, Bridgeport, Clarksburg and Salem offered sites, and on September 2, 1897, the site offered by Salem was accepted. There were 33 acres to which ten more have been added.

The Home is beautifully located on two hills with a pretty ravine crossed by a bridge, and a grove of trees forming a background. It is fifteen miles from Clarksburg and one and a half miles from the Salem station, on the Baltimore and Ohio Railroad. There is a station at the gate of the institution, named Industrial, at which all accommodation trains stop. There is also a Postoffice of the same name. It has an abundance of excellent water; and, being situated in the gas region, gas is used for heat and light.

The cottage plan was adopted by the Board and the Home now consists of two cottages and a school building with a chapel on the second floor. The first building, Jones Cottage, named after Dr. Harriet B. Jones, the founder of the "Home", was opened in April of 1899 with Miss Elizabeth Clohan, of Wheeling, as superintendent; Mrs. Ophelia Trippett, of Preston County, as manager ,and Miss Mary Davis, of Harrison County, as housekeeper. The first girls came May the 5th, from which time there has never been room to accommodate all who have been committed.

The "Home" is in no sense a prison, but a place of instruction and correction, giving the wayward girl the environment of a well-kept home, where she is taught to be industrious and self-respecting, and is kept amid surroundings of refinement and Christian influences that must arouse some desire for a better, purer, nobler life.

Incorrigible girls, truants, beggars and those in such surroundings that they are in danger of falling into habits of immorality and vice, from eight to eighteen, may be committed to the care of the "Home" until they are twenty-one.

All girls do housework in the morning and attend the school of letters in the afternoon from 1:00 to 4:00.

As soon as a girl is thought to be capable of earning her own living, she is found employment and given a trial, usually in a good home; there are thirty-three out at present, doing for themselves; many have

been placed in excellent Christian homes, where they are looked after morally, mentally and physically. No girl is allowed to leave the Home until every available effort is made to find out what kind of home the applicant offers.

Already we see results in the moral, mental and physical improvement of those who have come under the beneficent influence of the "Home". In the changed faces, deportment and language, one scarcely recognizes the girls who entered a few months ago. Is it not worth while to help to make good women, and give these girls a chance?

The West Virginia Colored Institute

BY PRESIDENT J. MCHENRY JONES.

The problem of negro education is by no means a simple one. How to lift an ignorant and long neglected race to the plane of the twentieth century requirements, fitting it for the complicated economic and moral duties of life, giving it the fibre to contend patiently for place amid the maddening competition of the business world; to lay bare the mistakes and follies of the first intoxication of long prayed for freedom and inspire with the spirit of real liberty and true citizenship millions of unfortunate but native born Americans, challenges the sacrifice of the deepest thought and the truest patriotism.

In studying the question we must not eliminate from our calculation the fact that we are dealing with the children of a race scarcely a generation removed from slavery and around whom still cling many of the sad results of their parents' unfortunate past. In the minds of most of these children education and labor are distinct and opposite concepts. Education is associated with luxury and idleness, labor with ignorance and drudgery. To teach the nobility of labor and that the greatest usefulness and highest happiness are the handmaids of diligence is the mission of our school. In this work we must make haste slowly. We must guard against unfair standards of comparison and observe that the educational progress of a race cannot always be measured by a progress of things. Buildings and apparatus measure largely the progress of things, but time is a very important element in ascertaining definitely what has been the ultimate progress of hand and mind.

The West Virginia Colored Institute, like the other agricultural and mechanical schools for the colored race, is a child of the Morrill Bill. This bill was approved by Congress August 30, 1890, and entitled "An act to apply a portion of the proceeds of the public lands to the more complete endowment and support of the colleges for the benefit of agriculture and the mechanic arts established under the provisions of an act of Congress approved July 2, 1862."

By this act West Virginia was apportioned eighteen thousand dollars and by act of the Legislature, session of 1891, fifteen thousand dollars was given to the West Virginia University, and three thousand to the West

Virginia Colored Institute, established by the same act. By the conditions of the act these sums were to be augmented until the University should receive twenty thousand dollars and the Institute five thousand dollars annually, which sums would be the maximum.

Mr. J. Edwin Campbell, the first principal of the West Virginia Colored Institute, gives the following account of its establishment: "An appropriation of ten thousand dollars was made by the Legislature with which to purchase a farm of not more than fifty acres and to build a suitable building for such an institution. As the act provided that the institution should be located in Kanawha County, it was first thought best to purchase the property known as "Shelton College," situated on the lofty hill overlooking the village of St. Albans. But the committee appointed, after investigation, reported adversely. It was then decided to erect a building at some suitable location.

Finally, thirty acres of level bottom land was purchased from Mrs. Elijah Hurt, near "Farm," on the Great Kanawha River. This land is a part of the estate left by Samuel Cabell, deceased. Upon this farm the Board of the School Fund erected a building.

Ground was broken August 25, 1891, and the corner stone laid Sunday, October 11, of the same year. The building was completed about the 1st of April, 1892, and was received by the Board of the School Fund on April 20th.

BUILDINGS.

The main or academic building, Fleming Hall, which was the first erected, cost in round numbers about ten thousand dollars. It was carefully designed and planned to meet the needs of modern education. Since its erection, the building has been considerably enlarged, and is now eighty-three feet long, seventy-six feet wide, and is in every way modern in its appointments. Besides an additional purchase of thirty-eight acres of land, a modern barn and seven other buildings have been erected upon the Institute grounds. Five of these are built of stone and brick; the others are frame buildings.

MacCorkle Hall is a large and beautiful building, one hundred and six feet long and fifty feet wide and accommodates a hundred girls. Atkinson Hall, the young men's dormitory, rivals MacCorkle Hall in convenience and beauty. The A. B. White Trade School, the most commodious and by far the largest building connected with the school, being two hundred and forty-four feet in its greatest width, with ornamentations of stone and roofed with slate, would be a credit to any institution. This building, erected at a cost of thirty-five thousand dollars and finished by the students of the school, is intended to contain all of the industries for boys. If we except the Armstrong-Slater Trades School at Tuskegee, this is the largest building of its kind in the United States, and without exception the best lighted and most convenient. Dawson Hall, the building for Domestic Arts and Sciences, now in course of erection, when finished, will be the most beautiful building on the campus. This hall, built of brick and stone, will contain all the girls' industries, and the third story will be utilized as a Senior Girls' Home. These buildings, to-

gether with West Hall, a large frame building, containing the library and the departments of agriculture and cooking, and with the principal's home, a large and convenient frame building, constitute the buildings of the institution. All of them are heated by steam and lighted with electricity.

ALUMNI.

It is a well-known fact that the worth of an institution is generally measured by the character of its graduates. The West Virginia Colored Institute has a pardonable pride in the work of the Alumni who have issued from its walls. In all one hundred and sixty-one students have graduated from the school since 1896; of these eighty-five are engaged in teaching, three are successful pastors, two are machinists, one an atorney-at-law, sixteen are carpenters ,six blacksmiths, and twelve are dressmakers. The remainder are leading useful lives. A casual glance at the above figures reveals the fact that by far the larger half of the graduates from our school have devoted their energies to teaching. This is true of the first graduates from nearly all institutions for normal and industrial training for the negroes. It grows out of the great demand among us for trained teachers. Many of these teachers, however, follow their trades during vacation from school duties.

THE COURSE OF STUDY.

The course of study in the West Virginia Colored Institute is the same as that which is pursued in the other normal schools of the State. In addition to the book-work, every student is required to learn some useful trade before graduation. To do this, it is necessary to divide the six grades of the school into equal divisions, one-half pursuing book work in the morning, while the other half are in the shops and in the various departments. In the afternoon the first half go to the shops, while those who work in the morning have book work in the afternoon. In this way the pupils are given equal opportunities for mental and manual training.

DEPARTMENTS.

The school has six well equipped departments under the direction of twenty-two teachers, viz.: Normal, Agricultural, Mechanical, Domestic, Commercial, and Musical. The Normal Department has been previously discussed. In the Mechanical Department, Smithing, Wheelwrighting, Steamfitting, Carpentry, Woodwork, Brick Laying, Plastering, Printing, and Mechanical Drawing are taught.

The Agricultural Department, besides giving a good course in scientific farming, also offers to students entering it practical opportunities in dairying, poultry raising, stock judging, and general farm work.

The Department of Domestic Arts teaches Plain Sewing, Dressmaking, Millinery, Cooking, Laundering, and Housekeeping.

The Commercial Course — designed to give the student a knowledge of business forms — besides giving a short course in Bookkeeping, has an excellent course in Shorthand and Typewriting.

The Musical Department, besides giving instruction in Sight-Reading, Voice Culture, and Ear Training, offers an excellent opportunity for

instruction on the Pianoforte. Pupils pursue the course of study in this school at a very small cost and with no extra charges for the use of a piano for practice.

MILITARY DEPARTMENT.

Besides the well organized departments above mentioned, the State provides for the appointment of sixty cadets, who receive their uniforms, room rent, books and stationery free of charge. The course in this department is both theoretical and practical; the first includes recitations in drill regulations, supplemented by lectures on minor tactics; army organization, administration and discipline; small arms, firing regulations, and other military subjects.

The practical course includes military drill and gymnastics, target practice, military signaling, marching, and castramentation.

NUMBERS.

The school at present has an enrollment of two hundred and twenty-five students, which is the largest in its history. This number fills the present dormitories too full for comfort. Students are in attendance here from eight states; as we have said before, one hundred and sixty-one graduates have gone forth from the institution, to say nothing of the large number who have gone into the field of life without finishing the prescribed course.

INCOME.

The income of the school is derived from two sources: First, an annual amount of $5,000 received from the Morrill Fund; second, Legislative appropriation. The money received from the United States Government can be applied only to instruction in agriculture, the mechanic arts, English language, and the various branches of mathematical, physical, natural and economic science, with special reference to their application in the industries of life, and to the facilities for such instruction. The State has dealt very generously with the West Virginia Colored Institute, as the following list of appropriations will show:

1891	$10,000
1893	14,000
1895	16,000
1897	29,000
1899	39,000
1901	66,000
1903	54,000
1905	64,705
Total	$352,705

The idea which has dominated the school from its beginning has been that thrift, education and religion were necessary to lift the negro to the full enjoyment of modern civilization, and following out that original conception, the school aims to teach the hands to work, the mind to think and the heart to love.

Bluefield Colored Institute

BY R. P. SIMS, PRINCIPAL.

AN HISTORICAL NOTICE.

The West Virginia Legislature, February 21, 1895, passed an act to establish a High School at Bluefield, Mercer County, for the colored youth of the State. The act provided that the school should be known as the Bluefield Colored Institute, and carried with it an appropriation of eight thousand dollars for the purchase of lands and the erection of a building.

On the 17th of October, 1895, the Board of Regents, composed of Hon. Virgil A. Lewis, then State Superintendent of Free Schools; Hon. William M. Mahood, Hon. George M. Bowers, Hon. Joseph Brady and Hon. John S. Marcum, organized at the Bluefield Inn, and purchased for the sum of eighteen hundred dollars four acres of land on a beautiful eminence overlooking the city of Bluefield.

At a meeting held in Parkersburg, February 10, 1896, a contract was let for the erection of the school building, and Hamilton Hatter, then a teacher in Storer College, at Harper's Ferry, was elected principal of the Institute. All things were in readiness for the reception of students on the 6th of December, 1896.

COLLEGE HALLS AND DORMITORIES.

These are three in number, and when the sum of money expended thereon is considered, the Institute is highly creditable to the State.

Mahood Hall, so called in honor of Hon. William M. Mahood, who was the author of the Legislative bill establishing the school, is the college building. It was in part erected in 1896, and for eight years was used for school purposes. In 1902 the Legislature appropriated the sum of eight thousand dollars for the purpose of finishing the structure according to original plans. It is one among the best appointed school buildings in the State. The building is 79½ x 68 feet and combines beauty and utility in a high degree. On the first floor are five well lighted recitation rooms, two cloak rooms, a study room and the office of the principal. On the second floor is a commodious auditorium with a seating capacity of about eight hundred, and also the rooms of the Domestic Science Department.

In 1897 the Legislature made an appropriation of four thousand dollars to erect and furnish a Girls' Dormitory. This was received by the Board on November 20 ensuing. The Legislature, in 1903, appropriated six thousand dollars for the purpose of enlarging this building. It is a four-story frame structure with a wing two stories high and having porches extending along the entire front, and contains in all seventy rooms, all of which are furnished and fitted with necessary appliances according to their several uses. It is supplied with hot and cold water, heated by steam, lighted by electricity, and furnished in every way to make it both attractive and comfortable. It is an ideal home and provides accommodations for more than one hundred girls.

MUSIC HALL, MORRIS HARVEY COLLEGE

BECKLEY SEMINARY

New

The Boys' Dormitory, erected in 1900, equals Lewis Hall in convenience.

COURSES OF STUDY.

The school offers instruction in two courses of study — the Normal and Academic. The Normal Course is the same as that followed in the State Normal Schools, and is intended to give thorough training for teachers. The Academic Course fits for college.

As the students that come into a school of this kind lack — and this will no doubt be true for years to come—much of the training which is given in well regulated homes, the Board has very wisely provided a Domestic Science Department, wherein girls are taught sewing and cooking.

Instruction is also given in vocal and instrumental music.

COUNTY SKETCHES.

Berkeley County

BY E. H. TABLER, SUPERINTENDENT.

Berkeley County occupies the central portion of the "Eastern Pan Handle"; it has an area of 257 square miles and a population of 20,000.

Free schools were first established in Berkeley County in 1866, with J. Canby as Superintendent. The seven districts following were organized: Mill Creek, Gerardstown, Arden, Hedgesville, Martinsburg, Opequon and Falling Waters. The amount derived from the State school fund was $3,330.10. The enumeration of school youth was 3,898.

Harrison Tabler, David Thompson and Jacob Miller, Commissioners for Opequon District, met at Greensburg, March 6, 1866, and organized the district by establishing schools at the following places: Butts Town, Greensburg, Smoketown, Liberty Grove, Myers and Ridenour, Thomas Williams being clerk of the Board.

Dr. Thomas J. Harley, Jacob Ropp, and Thomas L. Harper, Commissioners for Hedgesville District, met in the village of Hedgesville, April 16, 1866, and organized the schools of the district by establishing schools in nine sub-districts, viz.: Hedgesville, Little Georgetown, Johnsontown, Silers, Tomahawk, Pitzer's Mill, Dry Run, Welltown and North Mountain. George W. McAllister was clerk of the Board.

Schools were established in Mill Creek District at the following places: Bunker Hill, Darkesville, Sylvan Retreat, Pine Grove and Three Runs.

No record is left of the other districts. Fifty-four teachers' certificates were issued that year. The Superintendent's salary was $25.00.

By the year 1869, the school sub-districts of the county numbered forty-one, in which forty-five schools were in session. Fifty-two teachers were employed; seven new schoolhouses were built; 4,936 school youth were enumerated, of which number an average of 1,428 attended school. Teachers' wages averaged $40.00 per month. There was expended for land $165.00, for houses $8,559.02, and for apparatus $442.25. Seventy-four

teachers received certificates, issued in half grades, from one to five. E. S. Lacy was County Superintendent.

By an act of the Legislature of West Virginia in 1873, Martinsburg was made an independent district, and the powers given the Commissioners were enlarged by an act passed in 1875. David Speer was the first Superintendent.

Nothing of moment seems to have occurred in the country districts until 1888, when D. H. Dodd was appointed County Superintendent to fill the vacancy created by the death of M. T. Bowen. Mr. Dodd introduced the graded system for public schools, which had been inaugurated in Monongalia county by Professor A. L. Wade, and which had become so popular in many parts of the state. He also issued a complete catalogue giving the classification of all the schools of the county; which plan is a very important aid in the graded school system.

During Mr. Dodd's administration education reached a high plane, which is evidenced by the teachers' examination of 1889. Out of 73 candidates 56 received No. 1 certificates. Up to this time seventy schools had been established, taught by seventy-five teachers. In the school examination, under Mr. Dodd's graduating system, twenty-nine pupils completed the course and received diplomas.

From this time down to the present Berkeley County schools have been among the best in the State. We now have eighty-one schools, exclusive of Martinsburg Independent District. Martinsburg has thirty-one schools.

Our school houses are of brick or frame, seated with hygenic desks; most of them have real slate blackboards, and are provided with charts, globes, apparatus and International dictionaries.

The following have served as County Superintendents: J. Canby, J. S. Heilig, E. S. Lacy, W. S. Penich, E. M. Walker, E. S. Tabler, J. P. Stump, S. L. Dodd, H. S. Butts, M. T. Bowen, D. H. Dodd, P. T. Keesecker, C. C. Tabler, James Snyder, J. W. Shirley and E. H. Tabler.

Hedgesville District has the honor of having the only real graded school of the country districts of the county. She has furnished eight of the County Superintendents.

Out of Little Georgetown School, of this district, have come eight public school teachers and three County Superintendents.

The enumeration for this year is, in the country districts, 4,048; in the city of Martinsburg, 2,460. The amount derived from the State school fund for distribution among the country districts is $9,149.60, less $425.00, the salary of the County Superintendent. The amount appropriated to the city of Martinsburg is $5,302.00.

Brooke County

BY GEORGE W. HOGG, SUPERINTENDENT.

The County of Brooke, although it is the smallest in the State, is unexcelled if, indeed, equalled in educational advantages. Having a total area

of less than eighty-five square miles, the taxable property within its boundaries is valued at $12,600,000.00. It is traversed by the Wabash, Pan Handle, and Pittsburg, Wheeling and Kentucky railroads. There are twenty-four miles of electric railways in the county. Three modern steel bridges span the Ohio River, affording excellent transportation facilities to the numerous manufacturing enterprises located here.

Within the county are numerous rural schools housed in comfortable buildings, all well equipped with charts, maps, globes, slate blackboards, libraries, etc. There are five graded schools employing from four to ten teachers each, and two high schools. Within the county is also located Bethany College, established in 1840, which is in a flourishing condition to-day and one of the most widely and favorably known colleges of the country.

For the administration of public school affairs the county is divided into three districts — Buffalo, Cross Creek and Wellsburg. Wellsburg Independent District has had an established high school for many years. Cross Creek District, at an election held November 6, 1906, voted to establish a high school at Follansbee. The high school building is under course of construction, and when completed will have cost twenty thousand dollars. The Cross Creek Board of Education is also building a new four-room school at Colliers. Buffalo District has a suitable building and is taking steps toward the centralization of several schools at the town of Bethany, and at other places in the district where centralization will be expedient.

The great industrial development now in progress is bringing large numbers of people into the county, and the population will have reached the twenty thousand mark by the close of the present decade. But the natural wealth and advantages of the county, due largely to the railroads and industrial enterprise of our citizens, is so great that the rate of taxes for school purposes is surprisingly low in comparison with many other less favored localities.

Cabell County

IRA F. HATFIELD, SUPERINTENDENT.

Cabell County, framed in 1809, from Kanawha, and named from William H. Cabell, a former Governor of Virginia, has an area of 300 square miles. It is situated in the southwestern part of the State and is surrounded by the counties of Mason, Putnam, Lincoln and Wayne. It contains the northern portion of the fertile Guyan Valley and the Mud River Valley, and with its twenty miles of rich fertile soil bordering on the Ohio River, embraces one of the best farming and stock raising districts in the State.

The early settlers were attracted to this spot by the fertility of the soil and the abundance of fine timber that stood along its navigable waters. As the families increased in number, the necessity and import-

ance of schools began to be considered. There is no record to show when the first school began its existence in what is now Cabell County. As Cabell was of the territory harassed by border warfare, hers was a dangerous and unsettled condition until the question of race supremacy between the whites and Indians was settled in favor of the whites at the memorable battle of Fallen Timbers, on August 2, 1795. Social and educational life in Cabell, or what later became Cabell County, may be said to date from this important event.

Up to the time of the establishment of the free school system, the facilities for elementary education consisted of schools supported by private subscriptions. The few school houses, scattered about over the county, were rude structures. The walls were built of unhewn logs thatched with sticks and clay; the floors were laid with slabs or puncheon; the chimneys, occupying a greater part of one side of the houses, were built of sticks and mud. For windows, a part of one or more logs was cut out, allowing the light to enter through a row of glass one or two panes deep, or through strips of greased paper fastened over the opening. The furniture consisted of benches without backs, made of split slabs brought from the adjacent woods. To say the least, these houses were very uncomfortable and inconvenient; and as they were situated so far apart, attendance at school was very light and irregular.

These schools were presided over by teachers imported from Ohio, Pennsylvania and other states, who, at best, possessed only the rudiments of an education. In contracting for schools they would obligate themselves to teach spelling, reading, writing and arithmetic to the "double rule of three." Notwithstanding their meager attainments, however, these teachers accomplished a good work in preparing the people for the reception of the free school system which was to come during the unsettled period of Civil War.

Among those who were most actively engaged in the pioneer educational work of the county may be named, Robert Coburn, John Coburn, E. E. Morrison, Robert Barbour and Chas. Simpson. Of those since engaged in the upbuilding and development of the schools of the county, Wm. Algoe, C. W. Paine, T. B. Summers, Wm. Bramlette, Jno. J. Rousey, Geo. Kaiser, C. K. Thornburg, Frank Herndon, L. W. Wilson, Henderson Davis, A. H. Melrose, Henry Lambert and R. F. Brammer are worthy of mention. For the purpose of government and to meet the requirements of the act of December 10, 1863, the county was divided into five supervisory districts, which number—changed in name to magisterial districts —remains the same today, with the exception of the independent districts of Barboursville, Central City, Guyandotte and Huntington, which have since been created. I am indebted to Mr. T. B. Summers for information regarding the roster of County Superintendents in their order, and for some statistics of his administration as County Superintendent.

The first seven of these were non-political, appointed either by the county court or the Board of Supervisors. The first four were the sole examiners of the county.

J. M. King .....1866—1868
T. B. Kline .....1868—1870
John W. Church .....1870—1872
Wm. Algoe .....1872—1874
D. L. Duncan .....1874—1878
T. B. Summers .....1878—1884
F. M. Malcolm .....1884—1886
Geo. R. Blume .....1886—1888
J. D. Carter .....1888—1890
Henderson Davis .....1890—1894
C. W. Paine .....1894—1898
Jno. J. Rousey .....1898—1902
Ira F. Hatfield .....1902—

The Boards of Education of the county including those now in office are to be commended for their zeal and energy displayed in providing comfortable structures for the housing of the school youth of the county. These at present are nearly all modern one-room frame buildings, well lighted and ventilated, furnished with patent seats and desks; but many of them are deficient in school apparatus,—charts, maps, globes, etc. These creditable school houses, together with the one hundred and thirty-four live, energetic teachers in charge of them, are a tribute to the advanced educational sentiment of the county.

The teachers' institute work is gradually improving as the desire of teachers for higher professional standing increases. Our county institutes are the central point of interest for teachers in the school year, socially and educationally. The great interest displayed in these institutes both by teachers and the public prove them to be in high favor with the people. The district institute and teachers' reading circle are gaining ground as indispensable factors in supplying the needs of the district and for the betterment of the teaching force in general.

The independent district of Barboursville was established February 12, 1867. The Board of Education has the same powers conferred upon it as belong to Boards of Education of magisterial districts, thus giving it power to establish a high or graded school, as provided in Sections 24 and 26 of the school law, and prescribe branches to be taught and a course of study for same. The school has lost considerable of its importance since the establishment of the Barboursville Seminary in 1888, but in recent years interest in the graded school has revived. Recently, a four-room brick building has been erected to meet the demands of a rapidly increasing population, which is now scarcely large enough to accommodate the district.

The Milton graded school has, in most respects, met the approval of the people of that thriving little town and of the people of the district in general, admirably serving its purpose in the regular school term as a graded school and taking its place later as a spring and summer normal. The school this year is ably managed under the care of its genial and enterprising principal and corps of teachers.

Central City has made such rapid strides toward the front of late, in business enterprise, increased population and in school affairs that it is hard to keep pace with her. Her schools have long been a recognized force in the educational affairs of the county. By a recent act of the Legislature Central City was made an independent district, and is making good use of the new opportunities thus afforded. The erection recently of a splendid four-room brick building, with a spacious auditorium overhead, is proof of her growth and enterprise. The schools have reached a stage

under the supervision of Superintendent G. W. Pilchard, second in importance only to those of Huntington.

Guyandotte is one of our oldest towns. Her schools have been open for many years, making slow but sure progress until today there are nine rooms in use, including the colored school. These are now crowded so that the building of more houses is becoming imperative. The schools are graded and classified, the pupils receiving all the benefits of a graded course of instruction and high school advantages combined. The schools are at present doing excellent work under the management of Professor H. D. Groves, Principal.

The writer in closing this sketch, feels it his duty to pay a tribute of respect to the one hundred brave, self-sacrificing teachers struggling against wind and weather and the many adversities attendant upon educational endeavor in rural districts. They are the ones that must furnish enthusiasm for the indifferent patrons and stimulus to the tardy youth.

Calhoun County

BY WELLINGTON LESTER, SUPERINTENDENT.

In this sketch, it is proposed to give only a brief outline narrative of the course of educational affairs of the territory now embraced in Calhoun county from its earliest settlement down to the present time; and in order that the reader may have the best position from which to view the subject, it is deemed expedient to speak first briefly of the territory itself,

THE TERRITORY.

Beginning on the West Fork of the Little Kanawha river, at a point about one mile above the mouth of this branch, and proceeding up the same, this stream marks the southwestern limits of Calhoun county, until we reach the point where the waters of Henry's Fork flow into the West Fork, when the boundary line leaves the West Fork, proper, and deflects to the south and follows the course of Henry's Fork to the mouth of Beech Fork, and thence winding among the hills, with a small bend to the south, it reaches the Clay county line and from this point eastward the county is bounded on the south by Clay and Braxton. The entire eastern boundary is fixed by the Gilmer county line, which is irregular throughout its extent and makes one long bend to the west, thus carrying the eastern limits of Calhoun county at that point far inward. The northern limits are fixed by the boundary lines of Wirt and Ritchie counties.

Within the boundary above set out is contained the territory, which was stricken from Gilmer county and in the year 1856, took upon itself corporate existence under the name of the county of Calhoun.

In the northern part, the Little Kanawha river, in its devious course from east to west for more than thirty miles, its waters receiving many tributaries, winds it way among the hills. More than one-half of the territory and by far the best and most populous portion of the county lies between the Little Kanawha river and the West Fork.

EARLY SETTLERS.

The first settlers for the most part took up their abode along the valleys of the Little Kanawha and the West Fork, and were descendants of the pioneers of Virginia. Like their progenitors, they were daring and enterprising.

THE VALLEY OF THE WEST FORK.

In the fertile regions of the Valley of the West Fork, the settlers were so few and far removed from each other that for awhile schools were impracticable and the education of the children was such as they received at their homes under the instruction of their parents, and such persons as occasionally sojourned among them. It was not until about the year 1840 that an attempt was made to teach a school in that section. Charles Arnold, John Shed, Charles Preston and Amie Silcott were among the early teachers of this part of the county.

THE VALLEY OF THE LITTLE KANAWHA.

What has been said of the early settlers of the West Fork valley is also applicable to the early settlers along the Little Kanawha, a neighborhood consisting of only a few families. The first assembly of pupils within the territory of Calhoun county that could be called a school was taught near the neck of the Big Bend in the winter of 1828 in a small log cabin seated with rude benches and lighted by means of greased paper windows. Ephriam Siers was the teacher.

THE EARLY SCHOOLS AND TEACHERS.

The early schools were taught as follows: In the Hardman Bend in 1838 by Daniel Hill; in 1840 on Pine Creek, by Fielden A. Knight; and in the same year on the south bank of the river, just above Grantsville, by Harrison Cunningham; in 1841 on Pine Creek, near Stevens schoolhouse, by Wm. Bennett; and at the same place in 1842 by Augusta C. Modesit; and in 1843 by Rev. John Bennett. From 1843 to 1850 several terms were taught on the right bank of the river, about three miles above Grantsville, by Rev. Jonathan Smith. In 1847 a school was conducted on Big Root by Elizabeth Betts; and one on Yellow Creek in 1853, by Harrison R. Ferrell. Cal Kessinger, Anne Betts, John Woodford, Joab Wolverton and Anne Campbell may also be mentioned as early teachers in this section. All of the pioneers of education, whom I have mentioned, have long since gone to their final account.

About the year 1860, the public mind became centered upon the great struggle, then imminent betwen the North and the South. This was the all absorbing question of the day and the thought that otherwise might have been given to the cause of education was now diverted to internal strife; what little order had developed was suspended. During the entire period of the war and for more than a year after its close, there was only a fitful bestowal of the distracted public mind upon the cause of education.

The Free School System did not go into operation in this county until the estrangements engendered by civil strife had in a measure passed away. Until this time, all schools had been taught under the private subscription

plan, and of course the pay of the teacher was limited. The teacher would often board and lodge among the patrons of the school and was not expected to pay for his "keep."

COURSE AND EXTENT OF INSTRUCTION.

The subjects, usually taught in those early schools were spelling, reading, writing and arithmetic, and in some of the later ones, geography and grammar. Much of the time and energy of the pupils was devoted to the subject of spelling. Reading was taught with a special effort to secure a loud and distinct utterance. Writing was required to be done by the use of pens, made from the large feathers of birds, and ink was often made from walnut bark, maple bark and indigo; arithmetic was the only mathematics taught and one who could instruct the pupils therein, as far as the double rule of three, compound proportion, was regarded as well equipped for teaching that subject. Geography and grammar were probably the least understood and most poorly taught subjects in the schools of this period.

A NEW ERA.

A new era in the educational affairs of the county began with the coming of the Free School System. After the close of the Civil War, the old order of things completely gave way to the new. The Constitution of 1872, placed the schools under the general supervision of a State Superintendent and the Legislature was given power to provide for County Superintendents, who should have a limited control of the school affairs of the county, and whose term of office was at first two years; but was later lengthened to four years.

COUNTY SUPERINTENDENTS.

Calhoun county has had the following County Superintendents of Free Schools:

John Bennett .....1866—1868
Alexander Rice .....1868—1870
David Knight .....1870—1872
Patrick Bruffy .....1872—1874.
J. P. Knight .....1874—1876
R. W. Hall .....1876—1878
French M. Ferrell ....1878—1880
Daniel Sturm .....1880—1882
L. H. Trippett .....1882—1884
William Metz .....1884—1886
James E. Ferrell .....1886—1888
E. Chenoweth .....1888—1890
Bruce Ferrell .....1890—1892
Bee Hopkins .....1892—1894
John H. Roberts .....1894—1898
Wellington Lester .....1898—1907

Grant County

BY J. L. REXROAD, SUPERINTENDENT.

Grant county, named in honor of General Grant, was formed from the county of Hardy in 1866. It is situated in the eastern panhandle of the State and surrounded by the counties of Mineral, Hardy, Pendleton and Tucker. It includes that portion of the South Branch Valley in and about

GLENVILLE NORMAL SCHOOL

Uofm

Petersburg, the soil of which is very fertile and well adapted to corn and wheat growing. To it also belongs that part of the Alleghenies from Mineral to Tucker county, which is covered with fine timber, among which is the famous maple sugar, which brings to the farmers a considerable revenue. The surface of this region is underlaid with coal. It contains the new mines at Henry, Bayard and other points.

As to the educational position and development of the county, we feel that rapid progress has been made, and we believe it will compare favorably with other counties of equal advantages.

The first free schools of Grant county came into existence with the organization of the county, numbering the first year fifteen or twenty. They were taught principally in log houses with a space between floor and ceiling of little more than six feet. They were built upon the theory, "The smaller the space the easier to warm." Since then the number of schools has increased to about seventy, the majority of which are roomy and comfortable.

For the great improvement in school buildings and furniture in Grant county perhaps no man in the county deserves more credit than Edward F. Vossler, who was born and educated in Germany, and located in Grant county in his early life. He was the first superintendent of the county, and has ever since been in some way connected with the public schools. As a member of the First Free School Legislature under the new constitution he was chosen on a sub-committee with State Superintendent W. K. Pendleton to frame the Free School Law of 1873.

Of the superintendents who followed were Wm. M. Davis, from 1879 to 1885; J. C. Judy, from 1885 to 1889; H. W. Kuhn, from 1889 to 1891, and J. L. Rexroad, the present superintendent, who has served in the office since 1891. Under the latter's supervision about thirty new houses have been built, nearly all of which have been furnished with modern desks and a moderate supply of apparatus.

The examinations for teachers for a number of years prior to the Uniform System were rigid, and a scarcity of teachers resulted. The motto of the examiners was, "Better be a little short than have a surplus of inferior teachers."

The first year's uniform examination did not diminish the roll of teachers in the county. At the close of the examinations for the first year under the uniform system, no applicant failed, and no teacher was turned away with a lower grade than formerly held under the county board.

The school system of the county is in fairly good condition and there is a growing sentiment toward a longer school term and better teachers' wages.

Hancock County

BY T. M. COCHRAN, SUPERINTENDENT.

The writer has been unable to ascertain just when the first school was

established in the territory now included in Hancock county, but it is certain that schools were taught at least a century ago.

Most of the schools of that period were kept by Irish masters, the opinion prevailing that no one but an Irishman could teach school. We are told that some of them were sadly deficient in learning and most of them ever-fond of strong drink.

Prior to the organization of West Virginia as a separate State there were no free schools in the county, although an effort was made in 1852 to establish free schools under a sort of local option law passed a short time before by the Legislature of Virginia. J. H. Atkinson canvassed the county in the interest of free schools, but when the votes were counted they came a little short of the required three-fourths majority.

Among the earlier teachers in the county was J. H. Atkinson, who for several years taught a subscription school in what was known as the academy building in Hollidays Cove. Mr. Atkinson was afterward chairman of the Senate Committee on Education in the first Legislature of West Virginia and drafted the first free school bill and was largely instrumental in its passage. Mr. Atkinson was a life-long resident of New Cumberland, where for a number of years he was a manufacturer of fire clay products, and afterward engaged in the practice of law. During his long life of eighty-five years Mr. Atkinson took an active interest in educational progress and was a familiar figure at teachers' institutes. He died January 3, 1906.

Thomas Bambrick taught school in Fairview seventy-five years ago and several of his descendants are among our best teachers of to-day.

Free schools were opened as soon as the law establishing free schools became effective, and they have made rapid progress; always maintaining a high standard of qualification for teachers and paying as good salaries as were to be had anywhere in the State.

At the present time we have 24 school buildings in good condition and fairly well equipped with apparatus. The graded and high school in New Cumberland, established in 1893, employs eleven teachers. The graded and high school of Chester, established in 1903, employs 14 teachers. The graded and high school of Hollidays Cove, established in 1901, employs three teachers.

There is a graded school at Fairview, employing three teachers, and Poe District, of which Fairview is the center, is considering the consolidation of the four schools of the district.

Our rural schools pay salaries for teachers holding certificates of No. one grade, ranging in amount from forty-five to fifty dollars, and there are twenty-three teachers employed in the rural schools.

In 1898 Rev. J. D. Hull purchased the old court house at Fairview, transformed it into a beautiful little school building and established the Tri-State Normal and Business College. The school enjoyed several prosperous years, but has been closed since June, 1903. At present there is not a private school of any kind in the county.

Hardy County

L. S. HALTERMAN, SUPERINTENDENT.

Hardy County, named for Samuel Hardy, was formed from a portion of Hampshire county, 1786, and has an area of 450 square miles. It is diversified with mountains and hills, valleys, coves and dales, making scenery hardly surpassed in picturesqueness. The soil is more or less adapted to farming, grazing and fruit growing.

The county is divided by the South Branch mountains into two main sections, of which the western is traversed by the beautiful South Branch Valley, whose fertility is known far and wide; and because of its accessibility, its attractiveness and its adaptability, was early settled. Moorefield and Sourth Fork districts are within its limits.

The eastern section embraces Capon and Lost River districts, and like the South Branch Valley, was early occupied by settlers from the Shenandoah Valley, chiefly, who were mostly Holland Dutch. Germans, Scotch and Irish were much in evidence also, especially in the South Branch Valley; the very name of these suggests honesty, industry and thrift.

The northeastern portion of the eastern section is drained by Capon River, which is simply Lost River found on a larger scale. Wardensville is the business center of this pretty little valley of farming and grazing lands.

Lost River Valley lies wholly within the borders of the eastern section. The river is not lost at all times as many suppose, but only when its waters are low, does it disappear gradually in its sandy bed, to find its way under what is called Sandy Ridge—to come forth the head waters of Capon River. Its channel, when above low water mark, is around Sandy Ridge, or through a gap in the same.

Owing to a lack of school records it is impossible to give an accurate early, or even later, history of education since the introduction of the Free School System; but it is a well known fact that subscription schools existed prior to this. Of course, the first schoolhouses were log structures, small, ill-lighted and ventilated, supplied with the worst of seats and without apparatus. But there has been a gradual development in almost every particular; larger and more substantial buildings have been and are being erected, with better equipment. Patent desks are taking tne place of home-made ones, and it is only a question of a few years until some of our districts will be wholly supplied with this improvement.

Notwithstanding the fact that we have low salaries—though not so low as one would at first suppose, living being cheap—the average efficiency of the teachers is increasing, and popular education it becoming more general.

Many of the schools have established small libraries during the past two years, and the outlook for the coming year is promising. Considerable attention is being given by our teachers to the matter of school improvement-cleaning grounds, decorating walls, etc.

Capon and Lost River districts are not financially able to accomplish

what is desired, and Moorefield and South Fork districts, though wealthy, do not foster popular education as they should and could do.

We hope for better conditions, and will work accordingly.

Harrison County

BY L. WAYMAN OGDEN, SUPERINTENDENT.

In 1865, the free schools began in Harrison County. There were about sixty-five schools taught that winter throughout the County. The term was three months and the salaries paid teachers were low. The first frame school house was built on Sycamore Creek near West Milford in Union District. The school records were kept and carried about in a meal sack by each County Superintendent until James N. David's term of office. Mr. David transferred them to his successor in a box; now they are kept in an office provided by the County at the Court House.

In the early days of free schools, teachers went to the County Superintendent and after being asked a few questions by him were given a certificate. These grades ranged from Nos. 1 to 5.

The following persons have served as County Superintendents:

1865-67, Dr. Emory, Strickler.
1867-69, Dr. Wm. Meigs (deceased).
1869-71, Dr. D. C. Louchery.
1871-73, Cruger W. Smith.
1873-81, James R. Adams.
1881-85, James N. David.
1885-89, Jasper S. Kyle.
1889-93, F. M. Harbert.
1893-95, Joseph Rosier.
1895-99, James E. Law.
1899-03, Morton B. Newlon.
1903-07, L. Wayman Ogden.
1907, Cyrus E. Webb (elect).

The first County Institute was held at Lost Creek by Superintendent Dr. Emory Strickler. This institute was conducted by Rev. A. H. Lewis of Shiloh, New Jersey. A County Institute was held each following year by the County Superintendent and teachers until the institute law went into effect in 1879 in which the State Superintendent acts as the official head in appointing instructors for each County.

Before the adoption of the institute law, in 1879, there was a regular organization known as the Harrison County Teachers' Association. Many of the early teachers of the County were graduates of academies and colleges. They set a high standard for teachers. Those persons most active in carrying on the Teachers' Association were E. M. Turner, J. R. Adams, C. W. Lynch, James N. David, D. C. Louchery, B. F. Martin, P. N. Miller (deceased), Mrs. Naomi Everett, and Miss Belle Davidson. Most of the early teachers were men.

In 1871, J. W. Young, J. W. Samples, R. A. Douglass, and James N.

David, teachers of Elk District, met at Romines' Mills and held a District Institute. It was composed of only the four teachers named at first, but it became very popular before the winter was over and many teachers and others interested in education attended these meetings.

The average salary for first grade certificates is forty-five dollars per month. We have an excellent corps of teachers who are establishing libraries, improving the school grounds and helping to keep our educational development in line with our great material development.

The County schools were excellent in their beginning and they have marched steadily onward and their effect is noticeable upon the schools of the County to-day. They have grown in numbers from sixty-five to two hundred and sixty; in length of term from three to six months, and in addition to the magisterial districts, we have a number of independent districts that have a term of eight and nine months. A number of graded schools have recently been established and Clay District voted at the election in November, 1906, to establish a High School at Shinnston. This makes four High Schools in the County.

Many new school buildings have been erected in the County within the past few years. Two excellent ward schools have just been completed in Clarksburg and the contract has been let for the erection of an eight-room brick building at Adamston.

Kanawha County

BY M. H. EPLIN, SUPERINTENDENT.

Kanawha county was a strong free school county. There were some good schools at Charleston as early as 1818. About the year 1829, Colonel David Ruffner donated a lot in Charleston for a church and an academy, and contributed to the erection of suitable buildings.

This county along with other counties, was named in the special act passed February 25, 1845, to establish free schools in certain counties, and adopted the act in 1847. In obedience to the strong free school sentiment prevailing in this county, its representative in the Legislature, Dr. Spicer Patrick, took an active part in securing the passage of the act afterwards adopted by this county.

Notwithstanding the fact that Kanawha county had taken a leading part in the movement for the establishment of free schools, and had adopted the act by more than two-thirds of the vote of all qualified voters in the county, before it could be put into operation, strong opposition by large property owners must be met and overcome. In 1853 the firm of Dickinson and Shrewsbury brought suit against James H. Fry, the sheriff of the county, who had levied on the property belonging to this firm to secure the payment of school tax due from it to the amount of $350.82. The suit was decided in favor of the sheriff.

Kanawha county is divided into ten school districts, a description of each of which will be found below, commencing with the earliest days

of the educational facilities in the county and extending up to the present day.

LOUDON DISTRICT.

The territory, which was laid off on the south side of Kanawha river opposite Charleston some time after the war for a magisterial and school district, is now Loudon District. In that territory there were, or had been, fine old log school houses. At Brownstown, which is now Marmet, the old log school house had rotted down, and the first school taught there after the war was in the Southern Methodist Church.

There are now in Loudon Disctrict a three-room, graded school at Marmet; a four-room, graded school at Fernbank; a two-room building at Kanawha City; and a two-room building at Lick Branch.

There are thirty-three school rooms in the District, and they are fairly well furnished with patent desk seats, blackboards, maps, charts and globes. Total value of school property, $27,293.

WASHINGTON DISTRICT.

In 1865 Washington District had three log school houses, two of them being 15 feet by 16 feet by 7 feet high, built of round logs, a board roof held on with weight poles, chimney built of sticks and mud, and a fire place five feet wide. There was one writing bench ten feet long, and a log was sawed out of the side of the building to give light, the writing bench being used as a shutter for the opening in cold weather. One school house was built of hewn logs with two glass windows, which was considered a model school house at that time. It was built in 1839, and is now occupied as a dwelling house by S. Pickens. The house is fairly well preserved.

Washington District, the smallest in population, now has twelve good frame school buildings, furnished with patent desk seats, blackboards, maps, charts and dictionaries. Total value of school property, $5,322.

JEFFERSON DISTRICT.

Steven Thomas Teays, of St. Albans, gave the following sketch showing how they did things when he was a school boy. The people were almost all Methodists in that community, and built a beech log house 40x60 feet, and used it for a church and school house. Mr. Teays remembered seeing more than a hundred horses hitched near the old beech church on various occasions. The people came from Elk river, Coal river, and from up and down the Kanawha river, and took part in old-fashioned Methodist meetings.

Mrs. Joplin taught the first school in the old beech church in 1845, and also taught in 1846 and 1847. A teacher, whose name was Kirkum, taught in 1848. During that year, Teays, then a boy of ten years of age, full of fun, to vary the monotony of a dreary school day, blew the ashes off the top of the wood stove into the eyes of a boy schoolmate, who yelled considerably, and under the excitement, the teacher seized a piece of stove wood and struck Teays a blow on the head, which disabled him for some time. The teacher started for parts unknown, and has not yet returned. Steve's father was away at the time, but his uncle got his gun and started after the teacher, but the uncle soon found that he could not

carry a gun and catch a scared teacher who had no gun to carry. Mr. Teays is one of the many good citizens of St. Albans, and is engaged in the mercantile business. He still carries the scar made by the teacher Kirkum.

There have been great developments in Jefferson District since the days of the old church school house. There are twenty-five frame school rooms in Jefferson District at this time, and all are furnished with patent desk seats, charts, maps and globes.

The school building at Fairview is a four-room frame house, well arranged and well ventilated. Four teachers are employed and there are 118 pupils enrolled.

Total valuation of the school property in the District is $10,670.

ST. ALBANS INDEPENDENT DISTRICT.

The school building in the Independent District of St. Albans is a splendid four-room building, with basement and steam heaters. Four teachers are employed, and there are 166 pupils enrolled.

Total valuation of school property is $11,510.

CHARLESTON DISTRICT.

Charleston District is one of the smallest in territory, and is back of the city of Charleston. There are twelve school buildings in the District, two of which are frame buildings with four rooms; one building with two rooms, and eight one-room buildings. The buildings are fairly well supplied with desk seats and other fixtures.

The total value of school property in the District is $15,900.

BIG SANDY DISTRICT.

Big Sandy District has seventeen frame buildings, furnished with patent desk seats and other fixtures.

The total value of school property in the District is $6,700.

ELK DISTRICT.

Elk District has thirty-one frame school buildings, furnished with patent desk seats, maps, charts and globes; and also has two rooms rented this year.

The total value of school property in the District is $15,599.

MALDEN DISTRICT.

Malden District has seventeen frame school buildings, with twenty rooms, and one room rented. The school rooms are fairly well furnished with patent desk seats, maps, charts and globes.

The total valuation of school property in the district is $11,265.

UNION DISTRICT.

Union District has twenty-two frame school buildings, furnished with patent desk seats and other fixtures. Union is a farming district, and the people seem to take considerable interest in the school work of their district.

The school property of Union District is valued at $8,860.

POCA DISTRICT.

Poca District has twenty-four frame school biuldings, furnished with patent desk seats and other fixtures.

The school property of the district has a valuation of $6,070.

The teachers of Poca District met at Sissonsville, October 31, 1903, and organized a very interesting teachers' district institute. The school work of the District is progressing very well.

CABIN CREEK DISTRICT.

Cabin Creek District is the largest in territory and population in the county. It has a larger number of pupils enrolled than twenty-three of the counties. There are one hundred and eighteen teachers employed in the district, and there is a growing demand for more school houses and more teachers.

Mr. Adam Schlaegel is the efficient secretary of the Board of Education and devotes his entire attention to his work during the time the schools are in session. The school property of the District is valued at $61,105.

Lincoln County.

BY W. C. HOLSTEIN, SUPERINTENDENT.

Lincoln County was named in honor of the illustrious Lincoln and was formed in 1867 from the counties of Kanawha, Cabell, Putnam and Boone. At that time we had very few teachers. Schools were few and far apart, a large per cent of the teachers were from other counties, and some were from other states.

The pioneer teachers of Lincoln County served their purpose for that time, but their qualifications would not do for the present. However, we had some teachers, who taught a few of the branches very well. The old "blue-backed spelling book" and the old series of McGuffey's Readers were the principal text-books then used.

The school houses of that day were not supplied with any kind of apparatus—there were no maps, charts, blackboards or any thing else which might aid the teacher in giving "busy work" for his pupils.

Some of the teachers opened their schools by reading a chapter from the Bible or New Testament. This was followed by the reading of the rules, and the pupils who violated them had to suffer the penalty of the "rod," which was always a conspicuous article in the school room.

The school houses were rude and built of logs; sometimes schools were taught in other buildings. The first school the writer of this sketch ever attended was taught in an old log church house. A chimney stood at one end of the building and a box pulpit was at one side. The seats were benches made from two-inch lumber and were without backs. When meetings were held at night the house was lighted by tallow candles.

Where the old log church house stood there stands to-day a beautiful church building, and when "evening service" is held, instead of the tal-

THE CONCORD NORMAL SCHOOL AT ATHENS, MERCER COUNTY.

low candles, chandeliers and lamps light the room. A select school was taught last Summer in the new church building by two of Lincoln County's best teachers. Thus we see what educational progress means. It means better church houses as well as better school houses; better homes, and a better citizenship.

Though the old log school house will soon be a thing of the past, there are still fifteen of these houses in Lincoln County. These are as rapidly as possible being replaced by frame buildings, of which we now have ninety-three. A very good three-room school building is located at Hamlin, and a two room building at Griffithsville.

The educational progress of a county depends somewhat upon the amount of taxable property it contains, and as Lincoln County is not a county of wealth her educational progress has been hindered. However, the value of her taxable property is gradually increasing.

In 1897 the total enumeration of the county was 5,176 and the amount available from the General School Fund was $6,650.65. In 1906 the total enumeration was 6,383 and the amount derived from the General School Fund was $13,757.20.

There are about 1,300 books in the school libraries of the county, but the Board of Education of Carroll District bought 1,160 of these, leaving 140 in two other districts which have libraries.

The Uniform System of Examinations has been a little hard on Lincoln County teachers, but it receives their hearty endorsement. There are now in the county nineteen male teachers holding first grade certificates; nineteen second grade, and nine third grade. The total number of male teachers is forty-seven. There are six female teachers holding first grade certificates; thirty-seven, second grade, and nineteen, third grade. The total number of female teachers is sixty-two. The total number of male and female teachers is one hundred and nine.

The average salary of teachers per month is now; for first grade certificates, $37.25; for second grade, $31.50; for third grade, $26.28.

Twenty years ago the average salary for first grade certificates was about $25.00 per month and we had to teach twenty-two days for a month.

We realize that we are making progress, and we feel the necessity of mental training for our boys and girls; but we know that it is of greater importance to train their will-power in the right direction.

Marion County.

BY CARTER L. FAUST, SUPERINTENDENT.

Marion County is doing her full share in the noble effort of the State to provide for the free education of the whole people. Her 244 teachers are progressive and show a desire to bring credit upon their profession by improving the work of the schools.

The county has 151 school buildings. The old buildings are fast

being replaced by attractive modern houses. There are 32 buildings in which are employed two or more teachers. At Seven Pines, in Mannington District, the Board of Education, in harmony with the tendency of the times, has consolidated the schools of three sub-districts into one graded school. This is the first consolidated country school in West Virginia. Mannington District employs a District Superintendent who devotes his entire time to the supervision of the district schools.

According to the County Superintendent's report for 1906, the value of all school property in the county is $439,529.00. This includes houses, lands, furniture, apparatus and libraries. The maximum salaries paid school teachers is $50.00, $45.00 and $35.00, respectively for the three grades of certificates. The length of the term is six months. About one-fifth of our teachers are Normal School and University graduates.

All of the rural schools are supplied with some apparatus, as charts, globes, maps, slate blackboards, etc. The earnest work of teachers and pupils, through the School Improvement League, has done much towards improving and beautifying school property. In 1906 there were 11,776 volumes in the school libraries of Marion County.

There are at present 7,918 pupils enrolled in the schools of the county. Of these, 103 are colored, for which we have two schools, one a four-room brick building in Fairmont, the other a one-room building at Monongah, in Grant District.

Realizing that education should last through life, and that it should not be a mere matter of grammar and of words, but should include some training of the hand and eye, this year the boys in one district, are being organized into a club for the study of elementary agriculture. This will be followed later by sewing and cooking clubs for the girls.

Marion County with nearly half a million dollars invested in school property, 244 schools in operation, 8,000 children under intellectual training, has reason to be proud of her showing.

McDowell County.

BY F. C. COOK, SUPERINTENDENT.

The real history of the school system in McDowell county begins with the recent material development of the county, covering a period of about fifteen years. Previous to that time there had been no appreciable advancement in the system and but little, if any, improvement in the schools. During that period the system has developed very rapidly, the results have been decidedly favorable, and, while the work has not been altogether satisfactory, it has, in a measure, kept pace with the great material development of the county.

No statistical information relative to the schools of the county previous to the year 1885 can be obtained, but by reference to the report of the county superintendent for that year we find that there were only nine school houses in the county, and those were log houses.

It is a source of amusement for those who are acquainted with the situation to glance at the list of teachers employed at that time,—all holding first grade certificates,—and compare them with the teachers of the present time.

The space allotted to this sketch will not permit an elaborate account or a detailed statement of the growth and advancement of the schools, but a comparison of conditions and advantages existing eighteen years ago with those at the present will suffice to give an idea of what is being done.

Then there were about forty teachers, none of whom had ever attended a school other than the public schools of the county or a summer "subscription school;" there were nine school houses, worth less than one hundred dollars each; there was no furniture except "home-made" benches, and no apparatus of any character; the school term was from three to three and one-half months, and teachers' salaries were fixed at the minimum allowed by law; the "three R's" constituted the curriculum, and but few pupils completed the course contained therein.

Now one hundred and fifty teachers are employed, a large majority of whom have attended the State Normals, the University, or some reputable college, many of them being graduates and having special training for school work; there are seventy-eight school buildings belonging to the districts and several others under course of construction, costing from three hundred to six thousand dollars each, and practically all of them furnished with the best modern school furniture, fixtures and apparatus. The total value of school property reported for the year 1905-06 was $80,587.15. Seventy of the schools have an eight-month session; twenty-seven have six months, and eighteen, five months. The salaries for first grade teachers are from forty to fifty dollars per month, and the total amount paid to teachers for the year 1905-06 was $43,334.50. All the branches prescribed for the public schools are being taught and in many instances, the higher branches. Libraries have been established in most of the schools and during the past year more than 1,000 volumes of choice literature were added.

While the results are gratifying there are many difficulties which stand in the way of progress, and under existing conditions it will likely never be possible to reach the highest degree of advancement.

One trouble incident to the coal and lumber districts, which we can not hope to overcome, is the character of a considerable element of our citizens who are locally designated as the "floating population." These people live but a short time at any one place and are constantly shifting and transferring their children from one school to another with the result that very little advancement is made by such pupils. In some instances the enrollment is almost completely changed during the term of school, and teachers upon returning to a school for the second year rarely find the same list of pupils who were enrolled the previous year, and quite often find a complete change.

The most rapid development has been within the past five or six years. During this time those old fogy ideas which formerly predominated have been practically stamped out and exist today only in the minds of those

whose influence, power, and control over boards of education once dictated and directed our educational interests.

By careful selection we are now supplied with boards of education who earnestly and conscientiously guard the interests of all classes, and who do not hesitate to draw upon the public fund when the interests of the schools demand it, and we expect in the future better houses, better furnishings, better salaries, and ultimately a much higher grade of schools.

An effort is being made to grade the schools more thoroughly, and looking to that end some of the boards have declared all schools employing more than one teacher to be graded schools under the section of the law granting that authority.

The question of consolidation has been given some consideration, and, though there is considerable opposition, based mainly upon the condition of the roads and other inconveniences in the way of travel, some of our boards have adopted a system by which we will be able to combine a number of the schools in the densely populated sections. In pursuance of this plan one of our boards this year consolidated five schools and built a house at a cost of six thousand dollars. There are four teachers in charge of the school and more than two hundred and twenty-five pupils attend. The results are so very satisfactory that further action will be taken in that direction next year.

Under the existing conditions the schools of this county are conceded to be making as rapid progress as could be expected, but it is to be hoped that we may be able to overcome some of the difficulties and disadvantages standing in the way, and that the efforts of those interested may be crowned with greater success than they now anticipate.

Mercer County.

BY J. H. GADD, SUPERINTENDENT.

The educational history of Mercer County, prior to the Civil War, is similar to that of other counties in the southern part of the State. Very little in fact had been accomplished along educational lines at the beginning of the Civil War.

The county suffered very much from the war. The court house at Princeton was burned as was almost the entire town. The county was overrun by both armies and the close of the war found the county greatly impoverished and the people divided on all public questions. However, as they became reconciled they began to build and equip school houses as rapidly as their limited means would permit.

Our real educational progress began with the advent of the Norfolk and Western Railroad in this county (1880) and the subsequent development of our immense coal field. New towns have been built, manufacturing plants have been located here and industries of various kinds have sprung up. Along with this material progress and development has

come a like development in educational matters. The last log school house has disappeared and we now have large frame buildings, nearly all of which are furnished with modern seats, desks and necessary apparatus. Wages have been advanced and the term increased throughout the county in the last few years. We now have 165 school buildings, comprising over 200 rooms, (or schools) with a school population of more than 10,000.

The Deepwater Railroad is being built through the center of the county and will increase very materially our school funds besides being of general advantage to the county.

In addition to our public school advantages in this county we have a branch of the State Normal School at Athens, the Bluefield Colored Institute at Bluefield and the Princeton Collegiate Institute at Princeton.

We trust our educational progress has kept pace with our material development. We may have failed in a few respects, at any rate, we are not satisfied in every particular. People who are satisfied with present conditions are not progressive. We want a better salary for teachers and then more teachers who have had special training for their work. These, among other things, are essential to our future progress. As to salary we believe the day is not far distant when teachers' wages will be commensurate with the training and work required. We believe the progressive spirit of our citizens will not abate in the future and that our county will sustain its enviable reputation as one of the leading counties, educationally and otherwise, in Southern West Virginia.

Mineral County.

BY GEORGE S. ARNOLD, SUPERINTENDENT.

SCHOOL DISTRICTS.

Mineral County has been divided into seven districts. Five are rural—Elk, New Creek, Welton, Cabin Run and Frankfort. Piedmont District contains the towns of Piedmont and Beryl, and Keyser Independent District contains the town of Keyser.

SCHOOL HOUSES.

At an early date good substantial houses, though too small, were sparsely built over the county. But later, in the progress of public education, still better and larger houses were built, and well finished and furnished with modern appliances. In 1877 there were thirty-eight school houses, to which belonged 2,404 youth, and which were occupied by forty-six teachers, while at present there are seventy-five school houses, which should be occupied by one hundred and ten teachers. For the employment of these we have an enumeration of 4,710 youth.

SCHOOL APPARATUS.

About twenty-five years ago a small amount of apparatus was placed

in many of the schools by the Boards of Education. But within the past several years there have been furnished in nearly all of the schools all or some part of the following apparatus: Charts, manikins, mensuration blocks, globes; International, Unabridged and Academic dictionaries; National and State maps and tellurians. But in the year 1903 the largest purchase of apparatus was made, consisting of Webster's International dictionaries, large globes, large State maps and world maps. In two districts — Piedmont and Elk — the schools were supplied with all this apparatus. This purchase for the county aggregated nearly $2,000.

TEACHERS' INSTITUTES.

Back in the seventies teachers' institutes were held in Keyser on Saturdays for the improvement of the teachers. Of the active workers among the teachers were Miss Lizzie Russell, now principal of a female school in Japan; James Buchanan, Mr. Heskett, Mr. Brown and others. In 1882-3 the institute work took the form of district institutes, which were numerously held throughout the county with good success. In them teachers, patrons and pupils took a lively part. This institute work was continued for nine years. Then for the next seven years but few district institutes were held. In 1899, however, the institute work was revived and has been vigorously continued since. And, in order to produce more substantial growth in the work, to give better instruction, to arouse more enthusiasm and to awaken new interest, arrangements have been made from year to year with the faculties of the University Preparatory School, the Keyser High School and the Davis High School of Piedmont to attend these institutes over the county and render efficient help.

TEACHERS' READING CIRCLE.

In 1887 State Superintendent B. S. Morgan recommended the formation of teachers' reading circles. Accordingly a circle was organized in Mineral County; more than half of the teachers joined, and most of them did successful work. Some of them passed good examinations on the prescribed course of reading. Suitable certificates were issued to the teachers who made the required grade on examination.

Through this organization many teachers were greatly benefited. The work was vigorously continued several years and then was permitted to drop back to individual effort till the year 1901, when it was enthusiastically and vigorously resumed through the new organization — "The Mineral County Teachers' Association." Where it is not feasible to pursue the adopted course of reading through organized effort, many do the work independently.

GRADATION AND GRADUATION.

Soon after the graded course for the country and village schools was prescribed by law the system was put into operation here. It has been faithfully carried out as far as practicable, and has lead up to the graduation from these schools of many worthy and competent pupils.

CERTIFICATES OF HONOR.

As a further means of stimulating attendance at school, Superintendent C. F. Hahn, in 1895, introduced the plan of issuing certificates of honor to pupils neither absent nor tardy for the term. The results were so satisfactory that the County Superintendent and Boards of Education have continued to issue these certificates. They are of two grades. The first grade certificate is granted to pupils neither absent nor tardy, and the second grade certificate to pupils having been absent or tardy not more than ten days, and then for sickness only.

SCHOOL LIBRARIES.

Until recent years the work of establishing public school libraries did not receive the earnest attention of the teachers and County Superintendent that is due so important a work. But last year it was given new impetus, and about one thousand three hundred volumes were placed in the schools. About two hundred of these were added to several libraries established some years ago, and the others were placed in newly started libraries. Including all the public school libraries in the county, the number of volumes aggregated about three thousand five hundred at the close of last year. In Elk District alone, in which twenty-one teachers were employed, the schools raised about three hundred dollars for libraries and the Board of Education added one hundred and one dollars to this sum. With these funds seven hundred and eighty-five volumes were put into the libraries, and several bookcases were purchased. This year the work along this line is vigorous and more general over the county. Many new libraries are being established and many volumes are being added to libraries previously established. At this time there are no data by which to determine the number of volumes being placed this year.

THE WEST VIRGINIA SCHOOL IMPROVEMENT LEAGUE.

It is under the auspices of this league that the library work is being done; arbor work is receiving some attention; flags are being raised on some of the schools; in New Creek and Elk Districts, however, the Boards of Education supplied the school houses with flags several years ago; bells are being placed upon some of the houses; many fine pictures are being provided for the decoration of school rooms, and school grounds are being cleared of rubbish and improved.

SALARIES OF TEACHERS.

As an appreciation of services faithfully rendered by the better class of teachers, there has been a strong public sentiment in favor of paying that class of teachers better salaries. Before the law was enacted providing for an increased minimum, the Boards of Education made an increase in the salaries of Mineral County teachers of from five to ten dollars per month in the rural districts. And now that the minimum salary for first grade is thirty-five dollars, the boards have advanced to forty dollars, except in Welton District, where the salary is

thirty-seven dollars. There is a prospect for an increase to forty-five dollars next year in some of the districts. The salaries in the graded schools, for the principals, vary from forty dollars to one hundred and fifteen dollars, and for assistants, from thirty-five dollars to ninety dollars per month.

SCHOOL TERM.

Keyser Independent and Piedmont districts have nine months, Elk District has six months, New Creek, Welton, Cabin Run and Frankfort districts have only five months.

NUMBER OF SCHOOLS.

The number of schools has slowly increased till at present there are nine graded schools employing from two to nineteen teachers each. Two of these are graded and high schools combined. There are sixty-two single schools.

THE NUMBER OF TEACHERS AND THEIR STANDARD.

The dearth of teachers has been a serious problem for solution. Conditions in this county are such that the vocation of teaching is necessarily brought into competitive relation to public works, and the term being short and the salary inadequate, many ambitious young people amongst our teachers have made choice of other vocations. At present there are ninety-seven teachers in the schools, whereas one hundred and ten are needed in the county. We now have teachers from six counties in West Virginia and some from Maryland. Of this number of teachers, seventeen are gentlemen and eighty are ladies. Forty-eight hold first grade or State Certificates; thirty-seven, second grade certificates, and twelve, third grade certificates. The standards formerly established under the county system of examination has been maintained under the State Uniform system.

COUNTY SUPERINTENDENTS.

All the persons who have served as Superintendent of Mineral County are living, and four of the number are yet intimately connected with the school work. They served at the time and in the order indicated as follows: T. P. Adams, 1870 to 72; J. W. Vandiver, 1873 to 76; J. A. Sharpless, 1877 to 80; D. C. Arnold, 1881 and 82; G. S. Arnold, 1883 to 92; W. M. Foulk, 1893 and 94; C. F. Hahn, 1895 to 98; G. S. Arnold, 1899 to present time (1907), who has been re-elected for another term of four years.

Mingo County.

BY CHARLES H. ELLIS, SUPERINTENDENT.

The schools of Mingo County have improved greatly during the past four years. Four years ago we had only a few good school buildings; we were using a number of log houses, and some schools were housed in

THE NEW HIGH SCHOOL, FAIRMONT, COST $85,000.

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buildings that had been used for camps. At that time we had about seventy-six schools in the county in all, and only four houses with more than one room. Teachers were paid $30.00 and $35.00 per month for first grade certificates. Now we have one hundred and one schools in all, and ten of them are graded schools.

We have erected twenty-five school buildings within the last four years. They are all creditable houses, well furnished. Our teachers are paid $50.00 and $55.00 per month for first grade certificates, and we now have seven and eight-month terms, while four years ago we had only a five-month term. All of our districts are in good standing financially and claims are worth their face value. The independent district of Williamson is now enploying six teachers and is erecting a fine brick school building with eight rooms.

Monongalia County.

BY JESSE HENRY, SUPERINTENDENT.

The school master was in Monongalia County before the year 1780, and schools were taught for eleven years before the Indians departed from the county; but now not even the names of those old masters can be obtained, and the description of their school houses only has come down to us.

The frontier school was conducted beneath the trees, or in the cabin of a settler close to the fort. Later came the backwoods school house. This early school house was a single-story cabin built of round logs. The furniture of these houses was as rude as the buildings themselves. The master, as the teacher was then called, was usually a grim and stern personage, presiding with absolute authority, and ruling by fear and not by love. The schools were not regulated by law. A subscription paper, stating the price of tuition per scholar for the term, was circulated, and each person affixed to his name the number of scholars he would send. If a sufficient number was obtained, the school began. The course of instruction was limited to the few primary branches — spelling, reading, writing and arithmetic; and the qualifications to teach even these properly were generally wanting in the master, though there were a few good teachers in these first schools.

The school history of Monongalia County may be divided into three periods — that of the pioneer schools, that of the subscription schools and that of the free schools. I will say no more of the first two periods.

COUNTY SUPERINTENDENTS.

The County Superintendents of Free Schools of Monongalia County, up to the present, are as follows:

1864 - 1866 — H. W. Biggs, who removed from the county, and George C. Sturgiss was appointed to fill the vacancy.

1867 - 1869 — Henry L. Cox.
1869 - 1871 — Henry L. Cox.
1871 - 1873 — Henry L. Cox.
1873 - 1875 — Rev. J. L. Simpson, who did not serve; Henry L. Cox was appointed to fill the vacancy.
1875 - 1877 — Alexander L. Wade.
1877 - 1879 — Alexander L. Wade.
1879 - 1881 — Bruce L. Keenan.
1881 - 1883 — Benjamin S. Morgan.
1883 - 1885 — Benjamin S. Morgan.
1885 - 1887 — Virgil Vandervort.
1887 - 1889 — W. E. Glasscock.
1889 - 1891 — W. E. Glasscock, who was in a short time elected Clerk of the County Court of Monongalia County; M. L. Brown was appointed to fill the vacancy.
1891 - 1893 — M. L. Brown.
1893 - 1895 — D. B. Waters.
1895 - 1899 — D. B. Waters.
1899 - 1903 — Stephen Mason.
1903 - —— — Jesse Henry.

ORGANIZATION.

To A. L. Wade belongs the honor of being the author of a graduating system for country schools, which has had a marked influence for good on the schools of Monongalia County. The first class was formed in 1875, and was called the class of 1876; 261 pupils entered the class and 196 completed the course and received diplomas.

To B. S. Morgan belongs the honor of being the author of an outline course of study, which has proved to be of great help to teachers in their work, and has met with great success throughout the State. This outline course of study was introduced into the common schools of Monongalia County in 1880.

The Teachers' Association of Monongalia County was organized by County Superintendent George C. Sturgiss, on December 27, 1865, and continued to meet twice a year at Morgantown until 1869. On December 27, 1870, a County Institute was held at Morgantown by appointment of the State Superintendent. Since 1879 county institutes have been held for one week in each year at Morgantown.

The free school system did not go into effect in Monongalia County until 1865. It is said that Grant District was the first to open free schools, and that Cass and Clinton were next to follow. Monongalia County is divided into eight districts — Battelle, Clay, Cass, Clinton, Grant, Morgan, Union and the independent district of Morgantown.

With but one school house worthy of the name forty years ago — that one being Fort Martin, located in Cass District — we now have 118, most of which are very good buildings. Recently constructed houses are built with a vestibule or cloak room. We have also some attractive two-room buildings. In the past two years many libraries have been started in the

rural schools of the county, and the movement is continuing to go forward. Union and Morgan districts have six months terms of school, the remainder five months. The salary of teachers holding No. 1 certificates ranges from $40.00 to $50.00 per month; for No. 2 certificates, $30.00 to $43.00 per month. The enumeration for 1906 shows a school population of 6,087.

The act of 1903, establishing the uniform system of examinations in West Virginia, while it has caused a scarcity of teachers for the present, will, I sincerely believe, revolutionize the free school system. And, to raise the standard of education in Monongalia County, we must have better attendance, more enthusiasm among the pupils, and more solid progress by them; a growing appreciation on the part of the people, and more general co-operation by them, and improved qualifications and better work on the part of teachers.

Monroe County.

B. F. HOYLMAN, SUPERINTENDENT.

The educational history of Monroe County, prior to the Civil War, is similar to that of the other counties of the State.

Up to the time of the establishment of the public school system, the facilities for education consisted of schools supported principally by private subscriptions.

The few school houses were rude structures, very uncomfortable and inconvenient, with but little apparatus or furniture of any kind, and situated so far apart that attendance at school was quite irregular.

From crude beginnings the school work of this county has gradually developed and improved until we now have 130 schools taught by able and efficient teachers, who feel the responsibility of their positions and are devoting their best energies to the noble work of teaching and training the boys and girls, who come under their care, in the ways that lead to noble manhood and true womanhood.

Monroe County is strictly an agricultural section and has not experienced the sudden changes in material development and wealth that have come to some other counties of the State. The advancement and improvement in educational facilities have been gradual, but continual, and the schools have been constantly improving. Teachers are more earnest in their work and are becoming better qualified; pupils and parents, more interested in education, and our schools are now better than ever before.

The teaching force of the county consists of young men and women from the best families, a number of whom have attended some one of the normal schools of the State that they might better fit themselves for their work.

During the spring and summer we have a number of "Summer Normals," conducted by our most experienced instructors. These are

largely attended by teachers and other young people, and have been a very great source of improvement among our teachers.

The Teachers' Institute work of the county has gradually improved until today the institutes are considered annual intellectual feasts. The great interest manifested in these Institutes both by the teachers and the public, makes them quite helpful and the most interesting teachers' meeting in the school year, both socially and educationally.

Many of the teachers of the county attend and take an active part in the teachers' meetings, such as district institutes, reading circles and district associations.

Upon the whole the schools of Monroe County have improved rapidly, the future prospects are encouraging, and all concerned are aiming toward better things.

The following is a list of the County Superintendents of Monroe County, with the term of service of each, as nearly as can be ascertained:

1867 - 1869 — B. F. Ballard.
1869 - 1871 — J. A. McMan.
1871 - 1873 — A. B. Beamer.
1873 - 1875 — M. H. Bittinger.
1875 - 1877 — J. D. Beckett.
1877 - 1879 — J. P. Campbell.
1879 - 1881 — J. P. Campbell.
1881 - 1883 — J. D. Beckett.
1883 - 1885 — J. D. Beckett.
1885 - 1887 — C. M. Honaker.
1887 - 1889 — W. E. Hines.
1889 - 1891 — J. E. Keadle.
1891 - 1893 — T. J. Wickline.
1893 - 1895 — W. F. Weikle.
1895 - 1899 — J. H. Cook.
1899 - 1903 — J. N. Hoylman.
1903 - —— — B. F. Hoylman.

Nicholas County.

BY S. C. DOTSON, SUPERINTENDENT.

On account of the school records being destroyed by fire, I am unprepared to give much definite information concerning the early educational history of Nicholas county.

Nicholas County was formed in 1818, from Greenbrier, and named in honor of W. C. Nicholas, a Governor of Virginia. Until after the organization of the free school system, under the government of the State of West Virginia, only a few schools existed, supported by private subscriptions. Prior to, and for a number of years after the close of the Civil War, the educational facilities of the county were very meager. There were not many schools, and on account of the distance to be traveled, it was im-

possible for many of the children to attend them. The school houses were crude log buildings, lighted by means of rectangular holes cut in the walls, with paper pasted over them. In most cases the floors and seats were made of split or hewn puncheons. The term of school lasted only from two to three months. Reading, spelling, writing and arithmetic were usually the only subjects taught.

As time passed, and the citizens became acquainted with the good results of the free school, they became attached to the system, and soon the antiquated log houses were being supplanted by modern frame buildings; and today, within convenient distance of almost every home in the county, is to be found an attractive, commodious, well lighted and ventilated school house.

In 1893, under the leadership of W. G. Brown, a most excellent school man, the Summersville Normal School was established. Most of our teachers, old and young, entered this school for training; and, becoming alive to the more important use and aim of education, carried out with them into the schools in all sections of the county, better methods of instruction and much higher intellectual ideals than had before existed. I feel that I am fair to all when I say that the teachers of Nicholas County today will, in all respects, compare favorably with those of the leading educational counties of the State.

The work of the Teachers' Institute gradually improves as the teaching profession moves to a higher standing, and the County Institute has become the central point of interest for the teachers, socially and intellectually, while the district institutes and reading circles are doing much to advance educational interests.

The educational status of the county is rapidly rising; the uniform examination system is having a telling effect along this line. The teachers are becoming more impressed with their great responsibility and with the need of a more thorough preparation for their work. There seems also to be a great awakening among many patrons as to the importance of an education for their children.

Until recently, school libraries seemed to be almost unthought of, but within the past three years considerable interest in this subject has developed among teachers, patrons and pupils. The Board of Education of Jefferson District, which is the banner district for supplying the schools with apparatus, purchased libraries for the schools of that district, while libraries have been placed in a number of schools of the other districts by the earnest and energetic efforts of teachers.

Richwood Independent District, created under an act of the Legislature of 1903, has arected good school buildings, and with an enumeration of 715 children of school age, 1906, now employs sixteen teachers, paying salaries as follows: Second grade teachers, $40.00 per month; first grade, $45.00; first assistant, $75.00; superintendent, $100.00. Length of school term, seven months.

The country districts, seven in number, all have a five-months school term and pay their teachers this year the minimum salaries, except

Jefferson District, which pays $40.00 and $45.00 per month to second and first grade teachers, respectively.

There were 139 schools in the county in 1905; 4,740 children of school age; an enrollment of 3,997; an average daily attendance of 2,740. In 1906 the enumeration was 5,053 and the number of schools was 144.

The cost of education per capita per term, 1905, based on enumeration, was $7.66; based on enrollment, $9.68; based on average daily attendance, $14.13.

Nicholas County possesses an abundance of wealth in natural resources, which, as yet, are practically all undeveloped. In recent years a great deal of capital has been invested within the county. Railroads are being constructed, large lumbering plants and other factories erected, and some coal mines are being operated. With this increase in capital to produce more school revenue, and with the increased interest being manifested in the cause of education, unless some unforeseen event should check this progress, much can be expected of our schools in the future.

Ohio County.

GEO. S. BIGGS, SUPERINTENDENT.

The first free school of Ohio County was founded in the year 1848. Ohio County was among the first of the State to adopt the free school system. This county now has seventy-two schools, and most of them are well provided with libraries, maps, charts and other requisites for successful teaching.

Ohio County is rapidly increasing in population and wealth. Ritchie and Triadelphia districts will have nine months' school; Washington, ten months, and Richland and Liberty, eight months next year. The teaching corps of Ohio County is composed mostly of young men and women, yet they compare favorably with the best in the State. Liberal advances have been made in teachers' salaries by the Boards of Education in all the districts, and a greater advance will be made next year. The West Liberty State Normal School and the County and District Institutes are sources of great help to the Ohio County teachers.

This county has about 3,585 pupils of school age (outside of the city of Wheeling), most of whom attend the public schools, and the remainder attend church and private schools.

Our school houses are frame structures, with the exception of a few brick buildings. Most of them are heated with coal and the remainder are heated and lighted with natural gas.

Ohio County contains 120 square miles. The hills and valleys are dotted with these school houses, and every boy and girl may easily obtain a good education.

The first County Superintendent of Schools was S. G. Stevens, and the present one, George S. Biggs, of West Liberty, who is to be succeeded by J. Vincent Giffin, of Elm Grove.

The Elm Grove Graded School is the largest in the county, outside of the city of Wheeling, having eight teachers and an enrollment of over 350 pupils. The other graded schools are those at Edgington, Triadelphia, Park View, Glenova, Valley, Valley Grove, Fulton and Leather Wood.

In the last two years the following schools have been built: At Roney's Point, a two-room frame building; Bethlehem, a two-room frame building; Mount de Chantal, a two-room frame building; Glenova, a four-room building; Elm Grove, a twelve-room brick building; Edgington, a four-room addition, making an eight-room brick building. These recently constructed houses are furnished with modern seats and slate blackboards, and are built with vestibules or cloak rooms.

Many of our schools are establishing good serviceable school libraries; eight schools have purchased organs, and two schools pianos, and many flags, fine pictures and other things have been supplied to make school life both pleasant and helpful.

All of our teachers are endeavoring to classify their schools according to the nine-year schedule of Superintendent Thomas C. Miller. The first persons to receive common school diplomas under the graded system graduated within the term of ex-Superintendent F. C. Cox in 1895. This graded system has proved beneficial to Ohio County and has spurred the youth on to greater efforts. Each year others have completed the common school course and many have taken up work in higher institutions.

Triadelphia District, containing more than half of both teachers and pupils of the county, has had for two years a district organization which is doing good and efficient work.

Wonderful progress is being made, and the boys and girls of ten years of age know more than did those of twenty years in the days of the log school house with puncheon doors and floors, goose quill pens and soap-stone pencils.

Pleasants County.

BY A. W. LOCKE, SUPERINTENDENT.

All things must have a beginning, however humble, and in the case of the free schools in Pleasants County, the beginning was certainly not roseate with promise of success.

According to the best information I have been able to find, the number of schools in the county the first year of the free school system was nine. This must not be considered the very beginning of education in the county, however, for no sketch would even approach accuracy without devoting some time to the period during which the "'subscription school" flourished and the old-time teacher traveled from settlement to settlement in search of employment, carrying his personal belongings with him, as in the days of Ichabod Crane. Much has been said and written in derision of the schools and teachers of this period. Some of the criticism is no doubt just, but much of it is misleading and cruel. Certain

it is that the "old-time pedagogue," notwithstanding his abiding faith in the efficacy of the rod of birch, did in his own way and his own time a great work for the State that was to be, and is deserving of much better treatment than is usually accorded him by the later-day critic.

Tradition has preserved the names of a few of Pleasants County's educational pioneers, and occasionally one will hear some very old man speak of Gideon Terry, Martin Winninger or Aaron Delong in a reverential tone of voice, such as he would use in naming George Washington or Thomas Jefferson. The last named teacher became the first County Superintendent under the free school system, and was in many respects a remarkable man. In appearance he was decidedly unprepossessing, being more than six feet tall and as lank and ungainly as "Old Abe" himself. He was of a literary turn of mind and was a man of no meager attainments. Some of his poems and prose sketches are still in existence, and are marked by a felicity of expression and a depth of thought unlooked for in one of such scant opportunities. The examinations during the early days of the free schools were to some extent farcical. They were oral and were given at the home of the County Superintendent at such time as best suited the convenience and pleasure of the applicant. Five grades of certificates were issued, and the wages paid for the highest grade was much less than is now paid for the lowest grade.

Pleasants County, in common with her sister counties along the Ohio River, was forced for many years to fill her schools with teachers from the State of Ohio. Indeed at a date not later than fifteen years ago a large percentage of our teachers hailed from the Buckeye State. The educational progress of the county (in recent years) cannot be better illustrated than by pointing to the fact that at the present time not one teacher from Ohio is employed in our schools. The growth of the educational system in the county was not rapid. The people were poor and even a small tax was burdensome. The school houses built were not well planned, and were located far apart. Nothing was thought of children's having to walk several miles to school. Slate blackboards were unknown and in some cases the wood used for fuel was furnished by the larger boys. Sanitary conditions were overlooked.

All of the above mentioned conditions have been changed for the better, but the changes have been brought about gradually. As the material wealth and population of the county increased, more attention was given to educational matters. Better houses were built, higher wages were paid teachers, and longer school terms provided for. At the present time there are in the county fifty-five school buildings, and sixty-five teachers are employed. This seems amply sufficient when we remember that the county has an area of but one hundred and fifty square miles. Most of our school buildings are substantial, well-built structures. Those built in recent years are not only well built, but are decidedly attractive. The grounds also are usually clean and well kept. But it is inside rather than outside the building that the greatest change has been wrought. Instead of the dirty, box-like room of days gone by, we find a neat, cosy, cheerful place. Comfortable seats have taken the places of clumsy benches; at-

WARD SCHOOL, MORGANTOWN.

HIGH SCHOOL, CHARLES TOWN.

tractive pictures hang on the walls; the floor is clean and the ceilings painted. Several shelves are filled with choice books, and a slate blackboard extends across one end of the building. Maps, charts and other helps are to be seen; and, last but far from least, we find ourselves breathing good, pure, invigorating air. This may seem like the picture of an ideal school room, but we have a number in Pleasants County which will measure up fully to this description. The improvement in other lines of school work has been as marked as in school architecture.

Pocahontas County.

BY J. B. GRIMES, SUPERINTENDENT.

Pocahontas County, formed in 1821 from parts of Bath, Pendleton and Randolph counties, Virginia, and named from the Indian Princess of that name, is one of the large counties of West Virginia, having an area of 820 square miles.

About two decades after the formation of the county there was an educational awakening, and on motion of Hon. John Grimes, who was at that time representing Pocahontas in the Virginia Legislature, charters for three academies were granted — Greenbank, Huntersville and Hillsboro.

Among those who taught in the Greenbank Academy appear the names of Benjamin Arbogast and James Slaven. Some of the teachers of the Huntersville School were J. C. Humphreys, A. Crawford, Rev. T. P. Magruder, J. Woods Price and Professor Miller. The Hillsboro Academy was established in 1842. The first principal was Rev. Joseph Brown, who served in that capacity for seven years. He was succeeded by Rev. M. D. Dunlap, who remained at the head of the institution for eleven years, or till the Civil War began, and the school closed.

In 1865 the county purchased the building, and for several years it was used for public school purposes. But later, this building being inadequate to accommodate those who wished to attend school here, was razed and a new building was erected on the same lot; to this an addition has been built in recent years, and it is now a commodious four-room structure.

This was the first school of high order in the county, and its influence has been felt throughout this section of the State. It has had some very distinguished teachers, among whom appear the name of an ex-Governor of this state, that of Hon. William A. MacCorkle.

This school can now prepare students to enter the Sophomore class of our leading colleges, and is under the care of A. Lewin Kibler, A. M., assisted by his brother, Thomas L. Kibler, A. M., and Miss Myrtle Hogsett and Mrs. Verdie Mann.

There are some very earnest teachers in Pocahontas County, some of whom have been serving their county in this capacity for thirty-five years.

Among those who have served as County Superintendent of Schools

of Pocahontas County are the following: C. J. Stulting, S. B. Hannah, Uriah Bird, H. M. Lockridge, M. G. Mathews, D. L. Barlow, James W. Warwick and J. B. Grimes, the present incumbent, who was re-elected November 6, 1906, to succeed himself.

When this county was formed, school facilities were very poor. There were a few select schools; but, to reach these, some of the children had to travel several miles and then spend the day in a very uncomfortable manner — seated on a bench prepared by splitting a log into two pieces. Thus some of the smaller children would sit all day long with their feet suspended above the floor. Yet from such crude and poorly equipped school houses have gone men whose influence has not been confined alone to their native county, neither has it been circumscribed by the boundaries of the State, but it has been felt throughout the length and breadth of the country.

With the material development of our county, our educational interests have kept pace, and today we have schools conveniently located, so that all our youth may have the benefit of a common school education.

Our more ancient houses are being replaced with beautiful up-to-date buildings, furnished with the best modern desks, and each supplied with a good selection of books for a library.

We have erected a dozen elegant school houses this year (1906), one of which is a beautiful two-story brick building with six class rooms and a large auditorium. This house is located in the flourishing town of Marlinton.

Our people are interested in education as they have never been before, and our motto shall ever be: Better teachers, better schools and better citizens.

Preston County.

ARTHUR W. CARRICO, SUPERINTENDENT.

The public schools of Preston County have had a steady growth from the time the State was admitted into the Union, in 1863, when there were fewer than twenty school houses in the county.

The Preston Academy, at Kingwood, incorporated January 2, 1841, began its work under the administration of Dr. Alexander Martin, who was afterward the first president of the West Virginia University, and it was long a power for good. A handsome brick structure has since been erected in its stead.

There are now 180 school buildings in the county, the majority of which are of frame construction, except those of Kingwood and Terra Alta, which are built of brick and are of modern construction and convenience. These two schools employ seventeen teachers. New buildings are to be erected this year at Newburg and Rowlesburg, at a cost of from $10,000.00 to $15,000.00 each.

Nearly all the school buildings in the county are furnished with modern seats, and the majority are supplied with maps, globes, mensura-

tion blocks and reading charts. Seventy-five per cent. have slate blackboards. Recently constructed houses are built with vestibule or cloak rooms, and are finished throughout in hard oil. Quite a number of houses have recently been painted with three coats of paint, inside and out. All the town and village schools have libraries, and libraries have been started in a number of district schools. The total valuation of all school property in the county for the year 1906 was $150,000. The county expended in the year 1906 for all school purposes, $61,647.00. The total enumeration of white and colored youth in 1906 was 7,613. Of these 6,076 were enrolled in the public schools.

The county employs 210 teachers, of whom 80 hold first grade certificates. The average salary for first grade certificates is $40.00 per month.

Of the 210 teachers, 40 have been teaching more than ten years, 30 more than five years, and 30 more than three years.

Kingwood, Terra Alta and Tunnelton high schools have each a seven-months' term and Rowlesburg has an eight-months' term. All the districts have a five-months' term except Lyon, which has six.

Teachers' District Institutes have added materially to the educational advancement of our county, and are coming more into the favor of teachers and the public, and are being supported by our best citizens.

Preston County has produced from among her early teachers one Governor, two College Presidents, one United States Senator (now representing another State,) one State Superintendent of Schools, a Professor of Pedagogy in the West Virginia University and one State Normal School Principal. The list of County Superintendents is large. Among the records may be found the names of James P. Smith, John H. Feather; B. M. Squires, deceased; Peter R. Smith, now living at Kingwood; W. S. Bayles, deceased; Joseph H. Hawthorne, now Circuit Judge in Illinois; Aaron W. Frederick, now teaching in California; Ben H. Elsey, now teaching in the public schools of the county; William G. Conley an eminent lawyer of the Kingwood Bar; Lorain Fortney, principal of West Liberty State Normal School; Horatio S. Whetsell, editor of *The Preston County Journal*, and Frank W. Gandy, principal of the Terra Alta schools.

Randolph County.

BY W. J. LONG, SUPERINTENDENT.

Early in the history of the State of West Virginia the Legislature saw the importance of education as one of the prime requisites of good citizenship, and to promote such citizenship a system of schools was devised and established by law, on the liberal lines necessary to secure to all persons between the ages of six and twenty-one years, such education as would fit them to perform the ordinary business transactions of life. No system of self-government can long continue without intelligence on the part of the people who exercise it. Schools increase intelligence; intelligence makes good citizens, and good citizens make good government. West

Virginia, therefore, put into the structure of her State government as the corner stone a system of primary free schools. The township was at first made the basis of educational work. The present district, so far as education is concerned, remains with practically the same functions as the township.

Immediately after a system of free schools was established in West Virginia, the enterprising and patriotic citizens of Randolph County set about securing for themselves the advantages of the system thus provided. To this end the county was laid off into districts and sub-districts; a County Superintendent and Boards of Education were elected, trustees were appointed, school houses were built, teachers were employed and the schools were opened. The people were eager to take advantage of the opportunity afforded, and it was soon found necessary to enlarge buildings already in use and to construct new ones to accommodate the school children of the county.

The present force of teachers show marked ambition and a desire to bring credit upon their office by improving the work of the schools. According to the Superintendent's report for 1906, the value of all school property in the county is $65,520.00; this includes houses, lands, furniture, apparatus and libraries.

There are ten graded schools in the county paying liberal salaries to teachers.

The town of Elkins began its corporate existence in 1889. It was then a small village, giving little promise of the thriving town it has now become. Its present population is estimated to be 4,500 and is steadily increasing. From its youthfulness the brevity of its educational history may be inferred. The expansion of the public school has kept pace with the increase of population and it is not claiming too much to say that in thoroughness of organization and instruction and in practical efficiency it is second to few or none of the schools of the State.

A history of educational progress in Randolph County would be incomplete without some mention of Davis and Elkins College. The building for this institution occupies a commanding eminence in the southern suburb of Elkins. The college is under the management of the Presbyterian Church. The Lexington Presbytery raised a specified amount of money and the additional sum needed to furnish and equip the building was contributed by ex-Senator Henry G. Davis. The total cost of the building was about $60,000.

Ritchie County.

BY L. H. HAYHURST, SUPERINTENDENT.

Ritchie County lies almost entirely in the valley of Hughes river which was discovered and named in 1772 by Jesse Hughes. It continued an unbroken wilderness until "The State Road" was built from Clarksburg to Marietta about the year 1800. At this time a few isolated set-

tlements were started and John Webster built the old "Stone House," the oldest house in the county, which is still standing in Pennsboro in a good state of preservation.

Ritchie County was formed in 1843 from parts of Wood, Harrison and Lewis. Up to this time but very little is known of its history. There were but very few roads, mere paths connected the widely separated settlements. Its progress was very slow until the construction of the Northwestern Turnpike and the Baltimore and Ohio Railroad. Since that time it has rapidly improved.

Until the founding of the present free school system, our schools were run by private subscription. The houses were inconvenient and uncomfortable log structures. The teachers taught whenever they thought it would pay, and they generally agreed to teach only reading, writing, spelling and arithmetic. These schools and teachers did a great work.

John Ayres came from Rockbridge County, Virginia, and taught in 1810, the first school in the county at the mouth of Cedar run, in a house that had been used as a dwelling. The first school house was erected in 1814 on the land now owned by William Kennedy, who lives two miles below Smithville. The second teacher was Samuel Rittenhouse, who came from Harrison County; the third, Adam Deem, Jr., who came from Pennsylvania; the fourth, Barcus Ayres, son of John Ayres, the first teacher.

There are now one hundred and fifty-three frame and three brick houses. In some parts of the county the houses are located entirely too close together, some not being more than a mile apart. As a result, we have a great number of schools that are so small that they are almost worthless. The question of consolidation of schools is a very important one in some parts of this county.

Last year, 1906, there was in the county an enumeration of 6,103, an enrollment of 5,044, and an average daily attendance of 4,088. The schools in 1906, cost $59,405.25; $39,947.78 of this being paid to one hundred and seventy-nine teachers.

The length of school term in Ritchie County in Clary and Grant districts is six months, and in Murphy and Union, five. The salary for number one teachers ranges from $40 to $45 per month.

The following is a list of the County Superintendents of this county, all of whom are living but the first: James Wood, J. M. McKinney, farmer living near Pennsboro; F. H. Martin, T. W. Ireland, P. W. Morris, editor Parkersburg State Journal; J. N. Kendall, a minister living in Texas; George W. Lowther, B. & O. ticket agent at Grafton; H. C. Showalter, postmaster at Harrisville; M. K. Duty, member of the State Legislature; C. E. Haddox, warden of the State Penitentiary; J. H. Nichols, H. B. Woods, judge of the Circuit Court of Pleasants, Ritchie and Gilmer counties; D. B. Strickling and S. M. Hoff, Prosecuting Attorney of Ritchie Countiy.

Ritchie County is divided into the following districts: Clay, Grant, Murphy and Union.

Clay is the most northern district. Its first school was taught by

John McCauley in a log cabin on Lynn Camp. It now has forty-five schools with an enrollment of 1,177. It has three graded schools, Mole Hill, Whiskey Run, and Pennsboro. The last is the largest school in the county, employing eight teachers and doing two years of high school work.

Grant is the most western district and the largest. Its first school was taught by John Piatt on Rush Run, one mile from Cairo. It has forty-nine schools with an enrollment of 1,447, and three graded schools, Oil Ridge, Cornwallis and Cairo. Cairo has an eight months term, employs six teachers and has two years high school work.

Murphy, the most southern district, has forty-three schools, one graded, Smithville, and an enrollment of 1,275.

Union the most eastern district is the smallest. Its first school was taught by P. F. Randolph in 1818. It has thirty-five schools, three of which are graded, Auburn, Berea and Pullman. The enrollment of the district is 911.

Harrisville Independent District was formed in 1883. It is now one of the best schools in the county. The school building contains six rooms and an auditorium with a seating capacity of 200. It has a library of over 500 volumes and does two years of high school work.

This history would not be complete without a short sketch of the life of General Thomas Maley Harris who was born near where the depot at Harrisville now stands, in 1813, and died September 30, 1906. General Harris had witnessed the growth of the county from the time it was a "howling wilderness" till the present. He attended the schools of his time, studied and practiced medicine until the beginning of the Civil War. He entered the Union Army and rapidly rose to the rank of Brigadier General. He was a member of the court that tried the conspirators that had formed a plot to assassinate the leading members of the Government. At the close of the war he returned to his home at Harrisville. Probably no one in the county could see the need of educational advancement as could he. He gave a five acre tract of land to the county upon which it might erect what would be known as the T. M. Harris High School. The Legislature of 1905 passed an act submitting the matter to a vote of the people in 1906. There arose a great difference of opinion and in spite of all its friends could do for it, it was badly defeated.

While it is true the High School was voted down the schools of the county are improving and we have ample facilities for all who will attend. There are eleven graded schools in the county, three of which do high school work.

The Reading Circle, the district institute, and the system of uniform examinations are helping the teachers of the county towards the development of better methods and broader culture.

Summers County.

BY GEO. W. LILLY, SUPERINTENDENT.

Summers County lies in the Southern part of West Virginia. It was established by an Act of the West Virginia Legislature in February, 1871, and organized in the following March. It was formed from territory then belonging to the counties of Fayette, Greenbrier, Mercer and Monroe.

The close of the war found the territory now embraced in the county, practically without both schools and churches and it was not until about the year 1868, that any interest was manifested in either schools or churches. That portion of the county taken from Fayette had not a single school. From Greenbrier County's territory we received, as nearly as I can learn, not more than four schools; from Mercer County six, and from Monroe county six, making a total of sixteen in the county at its formation; and immediately after the adoption of the Constitution of 1872, which prescribed that the Legislature should provide for a "thorough and efficient system of Free Schools," our people awoke from their lethargy and made rapid strides until our system to-day is as good as can possibly be made under the existing circumstances.

The primitive school buildings (a few of which are still standing) were very rude structures, being built by the public spirited citizens without cost to the county or district. These houses were only sixteen feet square, without any chimney (one end of the house being left uncovered for the space of five feet to afford a passage for the smoke), the whole end being used as a place in which to build fires. The furniture consisted of small logs split into halves and "pegs" used as legs. These houses were all "cabined off," covered with boards held down by "weight poles," and only a very few floored with "puncheons," the others having the bare earth for floors. Windows were unknown, and a rough board was used as a "writing desk." The teachers were scarce, none trained in colleges, normals or high schools, and teachers that were proficient in the three R's, "Reading," "Riting" and "Rithmetic," were in constant demand at salaries ranging from fourteen to twenty dollars per month, and when such teachers could be secured they were considered quite a luxury.

During the ten years extending from 1890 to 1900, there was the greatest possible activity among the friends of education. Boards of Education throughout the county were then discarding the old log buildings, and erecting new frame cottages, supplying them with ample light, blackboards and the best of modern school furniture, and many of them, apparatus. In 1890, the schools of Summers County had increased from 16 at its organization to 120 primary schools, two graded and one High School.

But at no time in the history of Summers County has the zeal for education been greater than at the present. All the old buildings have been replaced by modern ones, with ample room, light and modern furniture, cloak room and everything for the convenience and health of both teachers and pupils. These buildings are 24x36 feet, 14 from floor

to ceiling; they have eight large windows, and are well equipped, with modern furnishings. Their total cost ranges from $850.00 to $1,000.00 each.

In 1903, a system of examination known as the "uniform system" went into effect. This system raised the standard of the teachers, and this, together with the material development of the State, has produced a shortage of teachers, from which our schools are now suffering. The material development of the State has opened many positions to teachers at salaries far above that offered by Boards of Education, and consequently, our schools have lost many of her efficient teachers

Such has been the zeal of Summers County's citizenship, that every obstacle has been gallantly met and overcome, and school property is guarded as a treasure, the value of which cannot be computed. Summers County, at its organization, could not boast property worth one cent; and now at the opening of 1907, she has to her credit property worth $200,000.

Summers County now has 161 schools, in which are employed 175 well equipped teachers, at an average salary of $33.00 per month, has enrolled 5,000 pupils from a total enumeration of 6,800, and has an average daily attendance of 3,850 at an annual cost per capita of $12.35, based on attendance $8.70 based on enrollment and $6.54 based on the enumeration.

At its organization and for several years thereafter, Summers County had only on lady teacher, Miss Mollie Jordan, daughter of Gordon L. Jordan, Summers County's first representative in the West Virginia Legislature. At this time seventy-five per cent of our noble and true hearted teachers are ladies.

The upbuilding of the present system in the County has been materially aided by her efficient county superintendents, viz:

John Pack from the formation of the county to 1873.
C. L. Ellison, Forest Hill District, 1873 to 1877, two terms.
D. G. Lilly, Jumping Branch District, 1877 to 1881, two terms.
Jas. H. Miller, Green Sulphur District, 1881 to 1883, one term.
H. F. Kesler, Talcott District, 1883 to 1885, one term.
C. A. Clark, Pipestem District, 1885 to 1887, one term.
V. V. Austin, Pipestem District, 1887 to 1889, one term,
J. F. Lilly, Jumping Branch District, 1889 to 1891, one term.
Geo. W. Lilly, Jumping Branch District, 1891 to 1893, one term.
J. M. Parker, Jumping Branch District, 1893 to 1895, one term.
Geo. W. Leftwich, Forest Hill District, 1895 to 1899, one term.
H. F. Kesler, Talcott District, 1899 to 1903, one term.
Geo. W. Lilly, Jumping Branch District, 1903 to 1907, one term.
J. E. Keadle, 1907, Term beginning July 1st.

THE HINTON HIGH SCHOOL.

At the formation of Summers County the territory embraced in the districts of Greenbrier and Talcott, formed only one District, Greenbrier, and supported only six schools.

In the year 1874, the number had increased to 13, and in that year,

PARKERSBURG HIGH SCHOOL.

CHARLESTON HIGH SCHOOL.

Wall

a Building Committee consisting of W. W. Adams, C. A. Fredeking, M. V. Calloway and C. A. Sperry, was appointed to provide suitable specifications and let to contract a school house in sub-district No. 13, which house was erected by E. A. Weeks at the price of six hundred and seventy-five dollars; this is the foundation of the Hinton High School.

This new building was opened in the fall of 1875, with W. R. Thompson and Miss Anna Hoge as teachers. Mrs. W. W. Adams had previously taught in a rented building. W. R. Thompson was succeeded by Harvey Ewart with Miss Lida French as assistant. Next came Rufus Alderson and Miss Hoge, who were followed by John J. Cabell, Major J. S. Rudd and J. H. Jordan, with Misses Anna Hoge, Jennie Hamer and Nannie McCreery.

His Honor, Judge James H. Miller, taught in this school in 1877, following H. Ewart. Miss Anna Hoge was his assistant. He again took charge of the school in 1880, with Miss Mariah Beasly as his assistant, and in 1881, with C. A. Clark as assistant.

J. F. Holroyd opened the first school in what is known as the City of Avis, in the same year, which school has since grown successively to two, three and four rooms, and has recently been made a branch of the Hinton High School.

In 1887, our people determined that their children should have better educational facilities, and tiring of sending them away to other schools, they filed a petition with the School Board, then consisting of J. C. James, President; S. W. Willey and James Briers, Commissioners, and J. M. Carden, Secretary, asking for the establishing of a District High School. The proposition was submitted to a vote of the people, and carried by a large majority. In accordance with the expressed wish of the people a High School was established with four teachers, viz: J. H. Jordan, Principal; V. V. Austin, Miss Mary Ewart and Miss Nannie McCreery, assistants.

The grounds cover eight full size city building lots, four of which were donated to the Board of Education by the Central Land Co. of West Virginia, and the remaining four were purchased. These grounds alone are now worth about $60,000.

The first building was a brick structure containing four rooms, but soon after the Board found it necessary to add two rooms, which with this addition was sufficient to accommodate the pupils until 1895, and in which year it was determined to erect a more spacious building and equip it with all modern appliances for the continually growing enrollment. The building was supposed to cost about $20,000, and the Board was forced to borrow $12,000; with this amount the Board could raise a sufficient fund to build the house. Accordingly, an election was ordered to be held December 31, 1895, which resulted in a majority of 301 to 16 in its favor. Work was immediately commenced on the structure and the fall of 1896, marks its completion in time for the opening of the school. New branches have been added from time to time and additional teachers employed until now the opening of 1907, finds it second to no school in Southern West Virginia.

The first Board of Education of Greenbrier district, consisted of Robert H. Wikel, President; James Boyd and M. A. Manning, Commissioners;

and S. W. Willey, Secretary. Under this Board the first election for authorizing a school levy was held. There were cast 187 votes; one hundred and eighty-six were cast in favor of the levy, and one against it.

J. T. Huffman, President; S. W. Willey and James Sims, Commissioners, and J. B. Lavender, Secretary, comprised the Board of Education under which the new building was erected.

The present Board, Wm. H. Sawyers, President; R. E. Noel and J. D. Roles, Commissioners, and W. E. Price, Secretary, have been untiring in their efforts to make this the best school in the state.

Especial care has been taken to make the sanitary conditions good; much new furniture and apparatus have been recently added, until now the buildings, grounds and appointments are valued at $150,000. The enrollment is now 825, with an average daily attendance of 700. The school consists of the primary grades and the High School department. After graduating from the High School a pupil is prepared to enter the West Virginia University.

Jno. D. Sweeney was appointed as the first Superintendent of Hinton Schools in the fall of 1899. He was succeeded in the fall of 1900 by H. F. Fleshman, who held the position for a period of four years, during which time the school made rapid progress. Mr. Fleshman was succeeded by I. B. Bush in the fall of 1904, who is now in charge of the city schools with a corps of twenty-one well equipped teachers, four of whom are in the high school department.

The high school course consists of four full years work, and graduates are admitted to a number of our leading universities and colleges, without examination. Scholarships have been awarded to its graduates by Washington and Lee and Tulane Universities. The following schools are represented by their graduates in the High School corps of teachers: West Virginia University, Vanderbilt University, Dickinson College, Randolph-Macon Woman's College and Woman's College at Richmond.

The grades are taught by eighteen well equipped teachers, graduates of seminaries, high and normal schools. Music and drawing were introduced in the fall of 1906, and great progress has been shown under competent supervisors who are in charge of these subjects.

Superintendent Bush is a ripe scholar, a genial gentleman, and to his untiring energy is due the fact that in the spring of 1906, the Board of Education submitted a proposition to issue bonds for $25,000 for the erection of an additional High School building, which bond issue carried by an overwhelming majority, and the Board has now under process of construction a magnificent new building on a site, costing $10,000, which when completed and furnished will add $75,000 to the value of the High School property.

GRADED SCHOOLS.

Graded Schools have been established as follows:

In the town of Avis, in 1891, with two teachers. Two more have since been added. In 1905, this school was made a branch of the High School. Prof. H. O. Curry is now Principal with three well equipped

teachers as assistants. Prof. Curry is a scholarly gentleman and to him is due the present high standing of this school.

At Green Sulphur Springs, with Miss Ella George a lady of splendid attainments, as Principal, with one assistant teacher:

At New Richmond, with Miss Irene Hoke as Principal, with one assistant teacher:

At Talcott, Prof. M. E. Carden, as principal, with, at the present, only one associate teacher; but the growing interest will in the near future make necessary the employment of two more:

At Jumping Branch, with Mr. Lee Harper, a teacher of several years experience, as principal, with one assistant. This school has been since its establishment, doing good work, and the citizens are very proud of it. Ere long the increasing enrollment will make necessary additional teachers.

The Hinton Colored School, established as a graded school in 1897, employing four teachers, is well appointed and affords a means by which the colored youth are acquiring a splendid education. Graduates from this school are admitted to the leading colored schools of the country. The school biuldings, grounds, furniture and apparatus are valued at $10,000.

These schools are all doing good work, and in the near future it will be necessary to establish other graded schools in the county.

Taylor County.

BY DELLET NEWLON, SUPERINTENDENT.

Taylor County, named in honor of Hon. John Taylor of Carolina, the illustrious exponent of the doctrine of strict construction, so popular in eastern Virginia. It was formed from parts of Barbour, Harrison and Marion counties in 1844, and has an area of 150 square miles. The county seat is Grafton.

The schools prior to the adoption of the public free school system were subscription schools, and were largely patronized. They were kept in the old log school houses, out of which came some of our educational leaders of to-day.

The pioneer teachers of our county were not as well versed in literature as those of to-day, yet they served their purpose for that time, and some of our teachers and leaders remember them with gratitude, for it was from them that they received the foundation for their education.

Taylor County, exclusive of Grafton Independent District, has 65 school buildings, in which seventy-five teachers are employed. Most of the schools are supplied with apparatus, such as mathematical blocks, charts, maps and globes. A number of the schools have slate black boards.

Of the 75 schools taught in this county, five are colored, which are among the best, being taught by trained colored teachers.

Salaries of the teachers range from $35 to $45 per month for a No. 1 certificate, from $30 to $40 for No. 2, and from $25 to $30 for No. 3.

The county is divided into seven Districts, five of which are rural and two independent. The rural Districts have only five months' school, but hope to have a longer term soon.

The natural wealth of the county, such as coal and gas is just being developed. In Court House District one of the finest coal plants in West Virginia has been completed. It is equipped with modern machinery, and everything is up to date. The putting in of this plant caused the building of the town of Wendell, adding materially to our school revenues in this District. We welcome all industries that tend in this direction.

There have been two modern school houses built in the county this year. The outlook for the schools in the county is very encouraging. Everything points towards District High schools.

I am glad to report a growing sentiment in favor of longer terms, better buildings, increased salaries. We regard these as very important in order to obtain the best teachers possible, and Taylor County is able to have all of these.

Our District institutes have aided us very materially and especially so in getting the sentiment of the people as regards what they favor.

The High School in Flemington District, which was established four years ago, has developed from a poorly graded school to a good High School. It now employs four teachers and is doing work in all the grades from the primary to and including the High School course. It is under the able management of Frank J. Tracy as principal and W. E. Tomblyn as assistant. A word of commendation for the Board of Education of Flemington District is not out of place here. In the face of opposition and misunderstanding this board labored earnestly and successfully to establish and give to the people of Flemington District a good school. The board is composed of the following gentlemen: John B. Cather, John Boss and Baxter Holler.

The progress of the schools in this county as a whole is not what we had hoped for; but with the aim in view to push on and grow we do not care to be classed as the poorest nor as the best.

Tucker County.

BY C. U. ADAMS, SUPERINTENDENT.

Tucker County was formed from territory belonging to Randolph County in 1856. Most of it at that time was primeval forests. The fertile valley along Cheat river and other most inviting locations were sparsely settled, there being no cities or towns at this time.

Prior to 1863 there were a few log huts—not over a dozen—used as school houses. Churches were frequently used for schools in those neighborhoods that were fortunate enough to have them. These schools were maintained and patronized by those families that were able to pay tui-

tion, and the children af the poorer class got little or no school training. The teachers were very poorly paid and of very limited education as a rule. They governed with the rod, and in this crude way succeeded in knocking off the bumps and turning out some good citizens, many of whom are now the sinew and backbone of this county. Others of them have been able to rise to distinction in the West—having heeded Greeley's admonition "Young man, go West."

Teachers' Institutes were unknown and each teacher pursued his own course whether he knew anything about the pedagogical training and development of the child mind or not. Possibly the first regular teachers' institute was held at St. George in 1881; it was conducted by Prof. U. S. Fleming. From this time on there has been a gradual unifying of the schools in various ways until to-day we have three or four schools doing some high school work, with a definite course of study; others having a prescribed graded course, and all carrying out at least in part the graded course prescribed for the common schools. The institutes have grown in interest and attendance until they are considered a necessary adjunct of our school system. The annual county institute is not considered sufficient either, but the energetic teachers in most of the magisterial districts have district institutes and reading circles at frequent intervals during the school term, where teachers, school officers, parents, and pupils frequently congregate and come in closer touch with each other, adding system, experience, interest, and enthusiasm to the cause.

Of course the county superintendents have been factors in this work in directing it by suggestion and otherwise. Among the first of these were A. H. Bowman, Philitus Lipscomb, W. B. Maxwell, L. S. Auvil, H. J. Dumire, C. W. Long, J. D. Stalnaker, and Elmer Bowers, who are now deceased, or engaged in other callings; also J. M. Shaffer, A. C. Shaffer, J. W. Ramsey, C. U. Adams, and A. E. Michaels still in the profession.

There are over one hundred teachers employed in the county at this time with salaries of principals ranging from $300 to $1200 per term, and of other teachers, from $100 to $400 per term approximately.

Nearly 3,500 pupils are enrolled in these schools with an average attendance of about 2,200 daily. There are 72 school buildings varying from one room buildings 20x30 feet, to the commodious fourteen-room brick and stone structure at Davis. These buildings with few exceptions are provided with improved furniture, maps, charts, globes, dictionaries, encyclopedias, and mechanical blocks, to assist the teacher in his work.

Many of the teachers are taking active steps to furnish and direct the reading of the pupils by organizing libraries. We now have about two thousand volumes in our school libraries and the good work is going on, thanks to our noble, self-sacrificing, energetic teachers. May they never weary in well doing.

Tyler County.

BY D. L. TALKINGTON, SUPERINTENDENT.

Education in Tyler County previous to the establishment of the free

school system was in a very crude condition. Agriculture was the chief industry, and it required about all of the time of the hardy farmer to acquire the necessities of the home. Education was then a luxury which but few could enjoy. Though the farmer wished to educate his children, he had not the means to pay for their tuition, and in many instances the children could not be spared from the farm. But as the years passed by conditions changed. Other industries sprang up; oil and gas were discovered. Dame Nature smiled graciously on all. Many farms, whose chief products were greenbriers, ragweeds and tax bills, soon were spouting forth abundantly streams of rich yellow liquid bringing immediate wealth to the poor farmer who had for years been toiling hard and earnestly over the rough and rugged hills.

Before the free schools were established the only opportunities offered the youth for intellectual improvement were in private schools, and very poor ones they were. There is nothing that shows progress more vividly than to contrast one of the "old field" schools with one of our schools of today. The private school was established usually in this manner: Some teacher, or, as he was more commonly called, a master, would wander into the community from Ohio or Pennsylvania; a contract would be circulated around among the citizens, who would sign a certain number of pupils and agree to pay a certain sum of money to the master for tuition. If there was no building in the community that could be used as a school house, a crude log structure would be hastily prepared. The heating apparatus was usually a huge fireplace occupying most of one end of the room. A broad slab supported by wooden pins in the wall formed the writing desk, the seats were constructed from saplings about six inches in diameter split and cut into pieces five or six feet long; two holes were bored in each end and wooden pegs inserted, forming the legs of the seat. The master was a person well qualified to keep school, but unqualified to teach school. He was an absolute monarch in governing, and from stories oft related by our fathers and grand fathers, the lads in the old school had to "toe the mark."

So little was done in educational affairs while this county was a part of Virginia that it need not be mentioned in this sketch. Free schools were established in 1865. The first examination was held in Sistersville. Miss Emiline Jones, the first applicant, received a second grade certificate. The schools did not make much progress till about 1880. At that time the county was supplied with buildings sufficient to accommodate the pupils. By that time all the old log houses had been abandoned and their places filled by more comfortable frame buildings. Since then we have made steady progress.

Our schools are in very good condition at present. We do not boast of an ideal school system. We see the need of many improvements, many which we are now making and others which we hope to see made in the near future. Great improvement has been made in buildings, and much useful apparatus has been supplied during the past few years. The School Improvement League is organized in this county and has done good work. The school boards have been interested and have responded

by selecting more beautiful locations and erecting better buildings. The rural school buildings that are being built in this county at the present time are not surpassed if equaled in any other part of the State.

The teaching fraternity of Tyler, we think second to none in the State. Several of our teachers are trained graduates of the Normal Schools of the State. Many others are graduates of recognized high schools or denominational schools of standing, others have attended the normal schools, but have not graduated. Most of our teachers are young, but they are enthusiastic and industrious and do very excellent work.

Tyler has now 130 schools, with an attendance of 4,230 pupils. The total enumeration being 5,375; over 80 per cent. of the enumerated youth of the county are in attendance in the public schools. This is a great improvement over the conditions that used to exist and shows that, although the compulsory school law is not as effective as it should be, it has done much good. The average term in Tyler is six months, and the average wages throughout the county for first, second and third grade teachers are, respectively, $45.00, $35.00 and $30.00 per month. The average number of pupils enrolled in each room of the county and village schools is thirty; in the graded and high schools, forty-two.

The Sistersville public schools employ thirty teachers and have enrolled over 1,000 pupils. This is an ideal school from the primary rooms to the high school. For completeness and thoroughness of the work done in all the grades and in the high school the Sistersville schools have few equals south of Mason and Dixon's line. This school has developed during the last fifteen years from a poorly graded four-room school to its present proportions and efficiency. Professor J. D. Garrison is City Superintendent. He is a good school man and is maintaining a very high educational sentiment in the city, as is evidenced by the many improvements made during his administration. The high school course has been strengthened until it is now one of the accredited schools of the West Virginia University. Two courses are given — the Latin and the English. The Latin course prepares for the University. The English course is designed for those who are not expecting to continue longer in school. Five teachers are employed in the high school, including the superintendent. The departmental method of work is in operation. Miss Anna N. Elliott is principal of the high school and in charge of the department of mathematics. Miss Elliott is a graduate of the Wheeling High School, a student of the West Virginia University, and one of the best teachers in the State. Miss Mary D. Hutchinson, a recent graduate of Mount Holyoke College, has charge of the Latin and German languages. Miss Florence M. Ramsey, another Mount Holyoke graduate, is teacher of English, Miss Herma Shriver, a graduate of Washington (Pa.) Seminary and Marshall College, has the department of history. There are no teachers employed in the high school or in the grades who are not graduates of a recognized high school, normal school or college.

Music and drawing have been added to the curriculum in Sistersville and are in charge of a special teacher. Miss Mary L. Peck, a graduate of the Oberlin Conservatory of Music, has charge of the work and is doing

nicely. A new high school building is in process of erection at Sistersville, costing about $45,000.00—a beautiful two-story buff brick building of fifteen rooms, including a large assembly room and a room fitted up with modern apparatus as a laboratory for teaching chemistry and physics. The building will have a large campus, which can easily be made one of the most beautiful in the State. The Ohio River and the hills to the west form a very picturesque landscape, viewed from the building.

The Middlebourne Graded School employs four teachers and has enrolled 140 pupils. Professor Frank Haught is principal and is doing all that can be expected. The building is too small to accommodate the pupils properly. Miss Hallie M. Swan is first assistant. Mr. C. B. Hamilton has charge of the intermediate room and Miss Maude Carpenter is primary teacher.

The Friendly Graded School employs four teachers and has enrolled 120 pupils. Professor E. S. Lively is principal and is doing good work, ably assisted by the following corps of teachers: Mr. J. E. Morgan, third room; Miss Maude Martin, second room; Miss Eleanor Horn, first room. Friendly has secured a very suitable modern school building.

There are several other schools in the county I would like to give special mention, but space will not permit. The schools of the county are all doing nicely; I congratulate the teachers, pupils and patrons on this fact and hope that the progress of the past will continue, greatly augmented in the days that are to come.

The proposition for the establishment of a county high school in this county, submitted to the voters at the last election, carried by a large majority. The Board of Directors have secured a beautiful site for the building at Middlebourne and have adopted plans for the erection of a building costing about $40,000.00. I am proud that Tyler is the first to establish a county high school, and hope that the future of the school will be such as to lead other counties to emulate our example.

Upshur County.

BY W. S. MICK, SUPERINTENDENT.

Just thirty years after the Pringle brothers began their pioneer life in the hollow of the Sycamore tree standing on the south bank near the mouth of Turkey Run and nine months after the immortal Washington had left the White House to become a private citizen at Mount Vernon, Mr. Haddox, in a primative log cabin near the mouth of Radcliff's Run, less than two miles south of the present town of Buckhannon, indeed, within the suburbs of the town, taught the first school in the bounds of the present county of Upshur. This school was supported by private subscription. The interest manifested can only be measured at this date by the liberality of the contributions which, when all collected, and paid over to the first "jolly pedagogue" in the present bounds of Upshur, amounted to

MOUNT HOPE PUBLIC SCHOOL

SALEM PUBLIC SCHOOL

UCSD

the liberal salary of $60.00 and board per month. The latter half of this consideration was by compliance with the condition that the teacher go home in turn with the pupils of each patron and supporter of the school. This remuneration is in striking contrast with the meager salary paid by our present District Boards of Education.

The attendance of this first school was regular, large, and wide. During the three months, the length of the school term, tradition informs us that the inexcusable non-attendance was nothing. Pupils were present at the hour of opening and during the day the program proceeded with the regularity of the clock. Children gathered from a circuit or five miles from the school house and answered the roll call, "Here."

Our reliable informer also tells us the names of some who attended this first school. Thomas Carney, Zachariah Westfall and David Casto were pupils, Jacob, John, William and Isaac Cutright and their sister, Ann, and the Oliver children on Cutright Run were also pupils. Adam, Daniel, and George Carper from the present site of Buckhannon were boys in attendance, and the Tingles, the Finks and Hyers from Finks Run were also enrolled.

The second school was established about 1800 on the site of the present court house in the town of Buckhannon and a Mr. Samuel Hall was employed to instruct the children of the neighborhood in reading, writing and arithmetic.

Mrs. Mary Bradley taught the first school at French Creek in the year 1817. Thus the meager beginning of the school history in Upshur county.

To these three schools others were added, as necessity and comfort advised. The increase of schools was not and could not be satisfactory, owing to the need of children at home, to clear the forest, to tend and collect the crops and otherwise to assist parents in providing for the absolute needs of the family.

In the mind of the pioneer, the greatest and highest achievement in education consisted in the ability to read a morning and evening scripture lesson, a deed for land, or a stray volume of Shakespeare, or Poor Richard's Almanac, also, to be able to answer notices, to prepare contracts and deeds and to communicate with the land office at Richmond. Along with these marks of proficiency went the ability to add sums, estimate distances, to ascertain areas and to calculate interest. Whenever the child could handle and apply readily the principles of these branches, he was well qualified to meet and combat the contingent experiences of this forest life.

The greatest stimulus to general education with equal school advantages came with the emigration of the New Englanders to this country. This emigration began in the year 1801 with Zachariah Morgan settling on the Buckhannon river near the town of Sago. His story of this new country attracted Aaron Gould, Sr., and his, in turn, brought Robert and Gilbert Young with their families in the year 1811. The years 1814, 1815, 1816 and 1817 brought scores more of these enthusiastic Puritans, who contributed much to the agitation for greater school advantages which was

seed sown in good ground and in time bore and is bearing fruit to the glory and honor of Upshur county citizenship. According to their strict ideas of life they forced an educational opportunity and made their children take and improve it.

Continuous battle was waged between poverty and the illimitable forest on one side and ambition and a hope of better future on the other. The acts of the Virginia Assembly of the late forties, giving partial State support to the schools were due in some measure to the violent agitation of the New Englanders west of the mountains. The Poor Fund converted many dwelling houses and churches into school houses. These required teachers and on February 1, 1847 an act was passed by the General Assembly of Virginia entitled, "An act to incorporate the Male and Female Academy of Buckhannon."

The incorporators by this act purchased a lot in the town of Buckhannon, near where the Episcopalian church now stands on Main street, and built thereon a comfortable one-story school house. Nearly all the students who attended this school became teachers as soon as their preceptor thought them capable. Some became influential in county politics after 1851.

So great was the interest in common school work that many new schools were started and the Poor Fund allotted to this county paid but a small part of current expenses. One teacher of this period tells us that he had thirty-five pupils and got only $36 from the Poor Fund. Whenever the Poor Fund was not sufficient to compensate the teacher for his services he could choose either to teach for the Poor Fund only, or had to solicit from the patrons, a varied subscription, which was paid in corn, oats, live stock, or currency as provided by the agreement between teacher and patron at the time of the solicitation.

This brings us to the war of the rebellion.

An act passed December 10, 1863, by the Legislature of West Virginia established free schools throughout the length and breadth of this war-born commonwealth.

A State superintendent, a county superintendent and a board of education of each school district has to be duly elected and qualified. The first election of a county superintendent and township school officers was held in every voting precinct in Upshur county on the fourth Thursday in April, 1864, with the result that A. B. Rohrbough, afterward a very eminent divine of the West Virginia M. E. conference, till his death in 1901, was chosen as first county superintendent of free schools of Upshur county. No report is left by him to tell the number of schools and what condition they were in at that date, but it is fair to presume that his work was hard and earnest. His successor, J. Loomis Gould, whose administration covered a period of six years from 1865 to 1871, gives a report for each year during his incumbency. His first report shows eighteen schools in operation, one school house, an enumeration of 2643, and enrollment of 535, an average daily attendance of 384. Number of male teachers, 11; number of female teachers, 8; average salary for male teachers, $35 per month; average salary for female teachers, $18 per month.

With a view to comparison with this first report the figures of each succeeding ten years up to 1905 are taken. The report of 1875 shows the number of schools to be 68; enumeration, 3259; enrollment, 2434; average daily attendance, 1484. Number of male teachers, 49; number of female teachers, 24. Average salary for male teachers, $30.08; average salary for female teachers, $30.48. The report of 1885 shows eighty schools, eighty-three school houses, 4023 enumerated, 3195 enrolled, 1973 in daily attendance, 64 male teachers, 26 female teachers. The report of 1895 shows 107 schools, 107 school houses, 4886 pupils enumerated, 3905 pupils enrolled, 2730 pupils in daily attendance, 80 male teachers, and 39 female teachers. The report of 1905 shows 135 schools, 115 school houses, 4925 enumerated, 3985 enrolled, 2699 in daily attendance, 67 male teachers, 65 female teachers. These figures indicate a healthy growth in the past thirty-eight years. At the time of the first report there were eighteen schools and one school house; at the time of the last report there were 132 schools and 115 school houses. An average increase of three schools and three school houses per year.

From the advent of the New Englander into the settlements along the Buckhannon river and the waters of French Creek, Presbyterianism took the lead in progressive educational ideas and affairs. Coming as they did from the highly intellectual atmosphere prevalent in and around Boston, it was but natural that they should take an unusual interest, indeed, the initiative, in providing for a general and a higher education of their children. Just prior to the Rebellion we find the Presbyterians in and around Buckhannon under the wise leadership of Rev. R. Lawson an earnest educator, bound together in united effort to establish the Baxter's Institute named after Richard Baxter whom Dean Stanley styles "The chief of English Protestant school men" and the author of *Saint's Everlasting Rest.* A lot was obtained and a site selected by the White Oak Grove near the site of the present West Virginia Wesleyan College. Lumber was purchased and hauled on the ground. The contract for the building was let. War came on and the building was deferred. Armies invaded the county, besieged the town, appropriated the lumber for camp and camp-fires and Presbyterian hopes for a high grade school were temporarily dissipated.

No sooner had the clouds of war cleared away than that unconquerable thirst for knowledge in the Puritan's breast began to agitate the advisability and possibility of an academy. At this time as well as since, the Presbyterian faith had more devotees in and around French Creek and it was but natural that that place should be the immediate field of operation.

On the 23rd day of February, 1871, the stronger and more well-to-do families of the French Creek Presbyterian church assembled in their church house and prepared papers asking for the incorporation of the French Creek Institute. The charter was granted March 2, 1871. The purpose of this school as stated in their charter was a male and female Academy, "to train up teachers and promote education generally." The amount subscribed and paid upon the charter was $410 with the privilege

of increasing the capital stock to $30,000. The charter does not expire until 1970, although the school has been for many years suspended and the academy building torn down. The first principal was Dr. Loyal Young. Other principals were Myra Brooks, J. Loomis Gould and R. A. Armstrong, now professor of English in the West Virginia University. This school wielded a wide, beneficent and salutary influence on the future school history and growth of this and adjoining counties.

The next effort toward the establishment of a higher school in the county was the West Virginia Normal and Classical Academy in the town of Buckhannon. Its founders were men prominent in the Parkersburg Conference of the U. B. in Christ Church. Rev. Zebedee Warner, D. D., Rev. W. N. Weekley, Revs. C. Hall, J. O. Stevens and L. T. John were foremost in encouraging and consummating its establishment. Prof. J. O. Stevens was the first principal. He was greatly assisted by his lovable and enthusiastic wife, Mrs. J. L. Stevens, now of Dayton, Ohio. Other principals were Profs. L. F. John, W. S Reese, W. O. Fries, W. O. Mills, now of the West Virginia Wesleyan College, and U. S. Fleming, now principal of the Fairmont State Normal School.

When this school was moved to Mason City in 1897, the board of education of Buckhannon Independent District purchased the ten-room brick building formerly owned by the Academy and its beautiful campus, for the small sum of $5,000. This building with two frame buildings constitute the public and high school buildings of Buckhannon.

This in brief is the history of the public, parochial and academical schools of Upshur county until the location of the West Virginia Conference Seminary at Buckhannon in 1887, an institution that has grown to large proportions in its brief life, and is now the West Virginia Wesleyan College.

I shall not take space to speak of either the Public Schools of Buckhannon, with Professor J. S. Cornwell as city superintendent, of the West Virginia Wesleyan College with the Rev. John Wier, A. M., D. D., as president, but leave this important work to these gentlemen. However, I deem it a privilege as well as a duty to say, in passing, in behalf of the cause of education that both of these institutions stand second to none in the State, and are shedding a luster of light and knowledge which points to good citizenship, noble manhood, and pure womanhood.

Wayne County.

L. G. SANSOM, SUPERINTENDENT.

Prior to the year 1862, we had very few schools in Wayne county. What few we had were subscription schools, the teachers for which were hired by the wealthier settlers. Sometimes the poorer class were allowed to attend these schools. The settlers would come together and throw up a round log cabin. This cabin had a spacious fire-place taking up almost all of one end of the building; this was the heating apparatus. For ventilation there was usually a log left out on either side of the building. This

was covered with greased paper in winter, through which the imperfect rays of light penetrated, giving the pupil some light for study. The furniture of the room consisted of some rude benches made by splitting poles in halves and putting legs into them.

In the year 1862 a small allowance was made from the State of Virginia for the support of the schools in Wayne county. At this time there were five districts in the county, in each of which was appointed a commissioner of educational affairs, and these five constituted the board of public school fund of Wayne county.

During the Civil War there were very few schools in the county, most of the able-bodied men being engaged in the war. After the war was over, the cause of free schools was again revived, but their progress was naturally slow. About the year 1867 the bitter feelings growing out of the war between the states having somewhat subsided, all parties now felt the need of a permanent educational system. The State fund had naturally accumulated, there being no schools to pay for, until the Boards of Education were able to build hewn-log houses in the most densely populated districts, and had funds sufficient to pay for about forty-nine days of school annually.

S. P. Webb, of Ceredo, was the first county superintendent of Wayne county, and was appointed in 1868. Mr. Webb was educated in one of the eastern colleges; besides having had a thorough training in the common branches, he knew something of the classics. We now had a county superintendent to look after our educational affairs together with three members from each magisterial district as a board of education of that district. There were also three trustees in each sub-district, their duty being to see that the schools are taught as the law requires.

In 1872 was called a State constitutional convention which met at Charleston. Resolutions were prepared and submitted to this convention, which made ample provisions for a system of free schools, and without very many changes were adopted and ratified by this convention. These with very few alterations remain the basis of our free school system. The Boards of education continued to build log houses wherever they were most needed, and many poor children enjoyed the blessings of a free school education. At this time—1875—there were eighty-six log houses in Wayne county, but the work of building went steadily on.

In the year 1888 the first frame school house was built in Wayne county. Under a series of laws passed since 1872 we have been advancing rapidly indeed. These are, a law passed in 1894, lengthening the term of school officers from two to four years, a law creating a county school book board, and various other laws for the betterment of the school system.

We have indeed made wonderful progress. With twenty log huts in 1861, we now have 172 neat frame buildings, one seven-room brick building in Ceredo, one four-room frame building in Kenova, and two four-room buildings under construction, one at Wayne, the county seat, the other at East Lynn, a mining town in Stonewall district. From 400 children, who attended school in Wayne county in 1862, we now have 7560 in school. With a State appropriation for 1862 of possibly a few hundred dollars, we now, in 1906, receive $16,087.06.

Webster County.

GAINES CHAPMAN, SUPERINTENDENT.

Suitable material for writing the early history of education in Webster county is very meager. The "master" who ruled with the rod left no journal of his success or failure. This lack of written information must be suplied from the memory of the oldest inhabitants, which is not always reliable.

No schools were taught in the territory now embraced in Webster county till the year 1835. The first school house was erected by the Hamrick brothers on Elk river, about six miles above Webster Springs, and William Griffin was employed by these brothers to teach their children three months for ten dollars and board.

Of the pioneer teachers in the county we mention the following: William Kain, William and Samuel Given, Israel Clifton, Jonathan Griffin, Joseph Woods, Timothy Holcomb and Frank Duffy.

One of the peculiar features of these subscription schools in this county was that the teacher sometimes allowed the pupils to vote on the question of "open" or "closed" school. If a majority voted for "open" school, then each pupil must spell and read aloud while studying his lessons.

On account of disorganization of the county, the free school system was not carried into effect until 1868. Dr. C. W. Benedum was the first to teach a free school at Webster Springs in 1871. At that time but two families lived at the Springs, those of P. F. Duffy, afterwards Auditor of the State, and James Woodzell. Some of the pupils came for a number of miles. The enrollment was 33. Among those who first taught in the free schools here were John Sawyers, J. B. McCourt and Jonathan Griffin.

Until recently our schools made slow progress. Teachers were deficient and their salaries were low. The financial condition of the county was not good and even with the maximum levy our schools could not be kept open longer than three or four months. But brighter days have dawned. A decade ago we had fifty-seven schools, but the recent development of the natural wealth of the county has enabled us to maintain over one hundred schools for the full legal term and pay our teachers salaries that will average with those of the State.

Summer normals have been the means of preparing the majority of our taechers for the profession. In 1890 Professor W. C. Dodrill opened a school of this kind at Haynes and has, with other good teachers, taught many successful terms since then. He has had an experience of twenty-five years and has been the means of accomplishing much for the cause of education in this county.

There is a general awakening to the importance of education in our county. The citizens of Glade district at the election of 1906 voted by a large majority to establish a high school at Cowen. Many of the schools now have small libraries. The enumeration of school youth in 1892 was

1887; in 1906 it was 3527. The following named persons have served as County Superintendent of Webster county in the order named:

1. Jas. Dyer.
2. Dr. C. W. Benedum.
3. Noah Clifton.
4. P. J. McGuire.
5. W. B. Stanard.
6. E. H. Morton.
7. P. W. Bruffey.
8. J. M. Hoover.
9. H. H. Bruffey.
10. M. T. Hoover.
11. Gaines Chapman.
12. Geo. R. Morton.

Wetzel County.

S. L. LONG, SUPERINTENDENT.

It is not our aim in this brief sketch to give a complete chronology of education in Wetzel county from its formation to the present time, but to give the reader a brief outline of our wonderful progress along educational lines within the last half century.

The first schools taught within the borders of what is now Wetzel county were subscription schools. The teachers were usually from other states—Pennsylvania and Ohio, we are told, furnishing most of them. The school term averaged about twelve weeks; the rate of wages, from eight to twelve dollars per month; the teacher boarded around among the patrons of the school and helped the boys do the chores morning and evening to pay for his board.

To be able to read, write, cipher and wield the "birch" was good "stock in trade" and about the only requirements for a teacher.

These schools continued up to the time West Virginia was admitted into the Union. The constitution of the new State provided that the Legislature should pass a law to establish a system of free schools throughout the entire state. Wetzel was one of the first counties to attempt to put the new system into operation. The starting of these schools by the advocates of popular education was fraught with many disadvantages. It seems strange to us now that there was any opposition to a measure that gave to all classes of people an equal chance to secure at least a common school education. But the advocates of the new law went to work with the determination of making it a success. New houses were built, new district boundaries were established; the attendance at school gained very rapidly; our own boys and girls began to prepare to become teachers themselves. Thus a new era had dawned.

At first the people were a little doubtful of the home teachers. They didn't think it possible for them to teach and govern a school; but they soon saw their mistake and for twenty-five or thirty years the schools of the county were taught almost exclusively by home taechers. However, for the last three or four years, on account of the vast development of the material resources of the county many of our teachers have quit

teaching and have taken up other work more remunerative. This makes a scarcity of teachers in the county, many of our schools being filled with teachers from other counties.

The school houses at first were built of logs with the chinks chunked and daubed; an old-fashioned fire-place six or eight feet long, into which logs of wood were piled and set on fire, served to heat the room, and when, perchance, the room got too hot the door was thrown open to admit fresh air. This was the only means of ventilation. A piece was cut from one of the logs, usually on the opposite side of the house from the door, over which greased paper (sometimes panes of glass) was put to admit light. A board or puncheon six or eight feet long placed under this window served as a writing desk, where the pupils were required to stand and write during the writing period. A split sapling, with pins driven into it for legs, served for seats. But these log houses have gradually given way (the last one in the county was destroyed by fire in 1898 or 1899) to frame buildings, equipped with modern seats and desks.

The old-time apparatus—the dunce cap, dunce block and birch—have gradually given way to charts, maps, globes, mathematical blocks, etc. Today the schools of Wetzel county will, we believe, compare favorably with those of any county of the State.

For some time the question of good libraries of well-selected books has been discussed at teachers' meetings and elsewhere, with the result that a majority of the schools are now, at the beginning of the year 1907, supplied with a choice library. We believe that every school in the county will before another year rolls around have a library.

Wetzel county can now boast of two High Schools. On April 26, 1906, the board of education of Clay district submitted to the voters a proposition to establish a High School and issue $15,000 worth of bonds to erect an eight-room building at Littleton. The proposition carried almost unanimously, only a few votes being cast against it. The building, which is nearing completion, will be one of the best in the state when done and furnished. It is a stone and brick structure of modern architectural design, the plans and specifications were drawn up by Chapman & Alexander, two noted architects of New Martinsville, W. Va. It consists of eight recitation rooms, a library, principal's office and an auditorium which will seat about six hundred people. The total cost will be about $22,000.

The other High School is at New Martinsville, the county seat. The present school building, one of the finest in the State, was erected in 1901, at a cost of about $40,000. It is a sixteen-room building with large and commodious auditorium, principal's office, library, etc. The teaching force, numbering sixteen teachers, is equal to any in the State.

More high schools will be established in the county within the next year or two. Grant district, at the election in November, voted an eight months' school term, and the agitation for a high school is gaining ground every day.

The wages for teachers have increased from 50% to 80% the last three years. Center district pays $52, $47, $42 for the different grades this year. Four districts pay $50 for first grade, one pays $45 and one $40.

BENWOOD SCHOOL

EDGINGTON LANE SCHOOL, OHIO COUNTY

Main

The outlook for better schools for our boys and girls, where they can secure a good high school education at home, is indeed very promising.

The following is a list of the county superintendents from the beginning of the free school system to the present time: R. W. Lock, John J. Yarnall, Wm. Newman, Geo. K. Franks, J. U. Morgan, T. M. Haskins, Chas. J. McAlister, John H. Wade, L. W. Dulaney, W. T. Sidell, Friend W. Parsons and S. L. Long.

Wood County.

BY W. T. COCHRAN, SUPERINTENDENT.

Wood county soon after the admission of the State was laid off into districts and sub-districts, school officers were elected and a school system established. The people of the county availed themselves of the opportunities thus afforded, and it soon became necessary to enlarge the school houses or build new ones.

This condition gave rise to a demand for better and more efficient teachers, and methods were used to bring about a higher standard of preparation in teachers.

County institutes were held and their advantages became so apparent that by legislative enactment, attendance was made obligatory upon teachers. The County Superintendents of Wood county have been men of ability and have worked to secure a high standard of efficiency among the teachers of the county. Present conditions are most satisfactory in city and county.

Wood county has one District High School outside of Parkersburg, and its work is a strength to the schools in the section where it is located.

Wyoming County.

BY R. WADE COOK, SUPERINTENDENT.

Wyoming county was organized in the fall of 1849 or the early part of 1850, from a portion of what was then Logan county, Virginia. Before the breaking out of the Civil War there were here and there a few "schools for indigent children," but schools were the exception rather than the rule, before the war. There were no schools organized under the Virginia law of 1846.

During the war everything was in a state of chaos; little or no attention was given to education and schools in the county. But in the constitutional convention, which convened in the city of Wheeling on November 26, 1861, for the purpose of framing a constitution for the proposed new state, Wyoming county was represented by Hon. Wm. Walker. Mr. Walker was made a member of the committee on Education. The report

of this committee, with a few slight changes, became Article 10 of the first constitution; and with some modifications and additions, Article 12 of our present constitution.

In 1865 Madison Ellison was elected first County Superintendent of Wyoming county. One of the first, if not the first, free schools was taught by Hon. W. H. H. Cook, in his father's kitchen, at the old Thos. M. Cook homestead on Rockcastle Creek, a short distance above where the Rockcastle Baptist church now stands. This was in November, 1865. The school had an enrollment of about fifty scholars.

Soon after the war the citizens and officials of this county began in earnest the arduous task of organizing free schools. Progress was necessarily slow, as the county is large, rough and mountainous, and at the beginning only very sparsely settled and without roads and school houses. In 1876 at the time of the centennial exhibition at Philadelphia, there were reported only twenty-nine free schools and two church houses in the county.

Among the many whom we may now look upon as pioneers in the work of organizing free schools in this county may be mentioned, Rev. W. H. H. Cook, Hon. T. F. Bailey, Levi Gore, Jas. H. Stewart, Capt. W. T. Sarver, Capt. C. S. Canterbury, the Gunnoe brothers, Dr. I. Bailey, Austin Cooper, and Rev. J. L. Marshall. Among those who have done good work in the training of teachers are: Rev. J. S. Poe, first graduate of the Concord State Normal School; E. M. Senter, circuit clerk of this county; Prof. A. J. Lacey, Rev. Peter Clay, L. M. Poe, T. A. Cook, Powell Lane, Hon. John W. Cook, Prof. Chas. Preston, E. S. Hatfield, Prof. J. E. Philips, F. C. Cook, County Superintendent of McDowell county; Thos. J. Cooper, County Superintendent, from 1885 to 1887; Prof. Alfred Chambers and J. Russell Christian. Of those who have retired from the profession of teaching, but whose life story is a part of the educational history of the county we mention: Jas. H. Stewart, L. L. Shannon, Dan. Gunnoe, Fount Goode, L. P. Cook, Lee P. Bailey, E. E. Stone, A. M. Stewart, M. L. Jones, J. Harney Cook. The free schools in this county have met with and overcome many obstacles in their upward progress: Among these has been insufficient funds, which has resulted in a short school term until very recently. Notwithstanding all these hindrances our schools have multiplied, until we now have ninety-three schools in the county. We have seventy large commodious school houses, twenty houses that are only fair, and only three that are very indifferent; the "old log house" is a thing of the past in Wyoming county. We are now consolidating our schools and erecting large two-room buildings wherever two or more schools can be put together.

Teachers' institutes have always been well attended in this county, and have wrought a great change for good upon our schools. The Uniform System of Examinations is securing for our schools much better teachers and increased wages all over this county. Our teachers are being paid in some districts for third grade certificates $40, for second grade certificates $42, for first grade certificates $45, while in three districts $50 is being paid for first grade certificates. When the Legislature of our State enacted a

law providing for a system of uniform examinations for teachers, the propriety of such a step was generally questioned by the friends of education throughout the county, but the results of these examinations under the new system have been very satisfactory, but very few of our teachers having failed to make grades. Our teachers compare favorably with those of all the surrounding counties..

The graded course is being pretty well followed in our schools, and is bringing about very satisfactory results. The Concord State Normal and Marshall College are doing much toward supplying our schools with intelligent, energetic, up-to-date teachers. There is at this time January 1, 1907—one railroad nearing completion through the eastern part of the county, and another building through the same portion of the county. There are also two lines surveyed down the main Guyan river by Pinoville, the new county seat. All these roads penetrate immense coal fields and almost boundless stretches of primeval forest, composed of the finest timber in the world. With the great increase of taxable property as a natural result of the development of these great sources of wealth, and its consequent increase of our school revenues, the educational future of Wyoming county is promising beyond the most sanguine expectations of the founders of the free schools of this county. The following is a list of the County Superintendents of this county, with the term of each:

Madison Ellison	1865—1870	Thos. J. Cooper	1885–1887
Richard M. Cook	1870—1872	M. L. Stone	1887–1889
T. F. Bailey	1872—1877	Jas. Cook	1889–1891
A. Shannon	1877—1879	I. J. Cook	1891–1893
J. L. Marshall	1879—1881	Jas. Cook	1893–1895
Philip Lambert	1881—1883	R. Wade Cook	1895—1907
D. C. Bailey	1883—1885	W. G. Sparks	1907

CITIES AND TOWNS.

Benwood Public Schools.

BY DORA B. DAVIS.

A number of years before the free school system was established by the Legislature of our State, Benwood had subscription schools. In 1852 the first mill was brought to Benwood, being moved from the city of Wheeling to this place. The mill company erected a building of two rooms to be used for educational purposes. This building was used, however, only a short time, when it was destroyed by fire.

"On July 5," 1864, the first "school commissioners of Union township met at the home of Dr. McCoy for the purpose of organizing and listing the children in said township." The following sites were chosen for the school houses: No. 1, Benwood; No. 2, Boggs Run; No. 3, Thatcher's farm; No. 4, Conner's farm; No. 5, M. Calwell's farm; No. 6, Pine Hill; No. 7, McConnell's farm; No. 8, Revenscraft's farm; No. 9, Allen's farm.

The building in Benwood was erected on the bank of the Ohio river, which at that time was a very beautiful location. The population increased rapidly until this building was found inadequate for the number of pupils. In 1873 it was torn down and replaced by a brick building of four rooms, to which two additional rooms were added. This building was used until the year 1901.

Dr. Leonard Eskey was the first principal in charge after the erection of the new building in 1873. He held this position for a number of years. During this time a course of study was arranged and the first diplomas were conferred. Dr. Eskey was succeeded by Miss Anderson, of whom the records have little to say.

J. W. May, our next principal, did much for the cause of education during the years he taught in Benwood. He was the first to arrange and establish a High School Course, and to conduct regular commencement exercises. Mr. May was followed by Clyde S. Ford, who now holds a high position in the Regular Army of the United States. After Mr. Ford resigned the position to go to school, R. A. Riggs was elected principal, having at this time six assistants. He was succeeded by George M. Ford.

About the time the first public school was established in Benwood, a building was also erected near the mouth of Boggs Run. This was a two-roomed building and the children from North Benwood attended it. In the year 1895 this building was abandoned and the pupils from up Boggs Run were permitted to attend school in North Benwood, where an excellent new school building had been erected and C. E. Carrigan, with one

assistant, organized and conducted the first school. The school population increased until it was necessary to have four assistants in this school.

In 1901 the Board of Education of Union district, which consisted of Robert Newton, C. W. McCombs and J. W. Davis, erected two new school buildings in Benwood, one in Central Benwood, which is the High School, and the other in Lower Benwood, called the Junction School. Since its erection the High School has had two principals, C. E. Carrigan, followed by George E. Hubbs. The High School principal is also City Superintendent.

Prof. George E. Hubbs is the present superintendent. L. M. Crow is principal of North Benwood, and John S. Bonar is principal of the Junction School. W. C. McIlvain is truant officer. The school has a three-year high school course, which is both thorough and practical. It has been the aim to strengthen the course each year. The school has a general library to which a number of books are added each year. Each room has its own library, since by this method the teacher can better control the reading pursued by the pupil.

Public Schools of Berkeley Springs.

BY MISS AGNES L. BECHTOL.

Prior to 1853 education in Berkeley Springs was fragmentary and limited. There was no fixed order for the dissemination of knowledge, the time, place and manner of its dissemination being determined by the individual's pocket. The people as a whole were unlearned, not so much from a lack of interest, as from a lack of advantages. Only those who possessed wealth reveled in the delights with which education, culture and refinement reward their toilers.

In the above named year there was established at Berkeley Springs an institution of learning known as the Morgan Academy. Major Roberts, of Kentucky, was the founder. At the head of this school he continued his work for eight years, only leaving it when the war came on. This school was conducted in the basement of the old Methodist church on the site where stands the present edifice. During the day he taught the children, and in the evening he held his famous night school for their parents, principally, but anyone who chose could attend. These night schools were exceedingly well attended and proved to be invaluable. His compensation was one dollar a month from each member.

From this school sprang many famous men, two of whom I shall take the time to mention. The first was the noted Charles T. O'Ferrall, for many years an honored citizen of Berkeley Springs, and later Governor of Virginia, now deceased. The other is the Rev. Mr. Peter Whisner, now a noted elder in the M. E. church south.

The following reminiscences concerning Major Roberts from one of his pupils, now an old woman, I found interesting. He was tall and soldier-like in appearance, having a keen eye and a commanding presence.

He emphasized promptness, calling his school by blowing a conch shell, which could be heard distinctly over the town; and woe to the boy or girl who refused to obey its summons. No pupil was allowed to enter his presence without a distinct "good morning." In the evening the pupils were dismissed by twos, at the door each pair halting, the boys to make a profound bow and the girls to courtesy. Beneath this military bearing was the real man. For in spite of his exact methods and firm commands he was a consistent Christian, a scholar, an exemplary gentleman.

At the outbreak of the war Major Roberts returned to his native state, and with his son founded a noted school in which he continued until his death, fifteen years ago. So much for the man who had the idea of system and whose long service bore fruit in the years following the War.

In the year 1867 the first Free School was established in Berkeley Springs in an old Methodist church which stood on a lot now owned by the heirs of the late J. Rufus Smith. The building contained two rooms and the pioneer teachers who taught here were the following: Mr. Myers, Miss Kate Boone, Mr. Prather, Miss Sue Stater, Mr. Peter Haring, Mr. Cooper and Mr. J. S. Bechtol. This old building was condemned September 1, 1873, and the school was removed to the basement of the old M. E. church, where Morgan Academy had been located, as previously noted in this sketch. The Board of Education at this time consisted of Hon. John T. Siler, Dr. J. W. Ewing, and Mr. L. A. Cassard.

The teachers who taught in this old basement from 1873 to 1878 were the Rev. Mr. Bennett Smith, Mr. George Buck, the Rev. Mr. Chas. O. Cook, Mr. Karklerrhodes, Mr. J. S. Bechtol, the Rev. Mr. J. Mc. Duckwall and Mr. Wm. Crossfield.

In the autumn of 1878 Mt. Wesley School was ready for occupancy. The Board of Education and promoters of the new building were: Hon. John T. Siler, Judge J. S. Duckwall, and ex-Sheriff John H. Buzzerd. The lot on which the building was erected was purchased from Dr. J. W. Ewing, and the school was named Mt. Wesley in honor of the noted Methodist divine. This building is a brick structure which stands on an eminence commanding a view of the whole town. In the days of the stage coach it was the first object in Berkeley Springs to greet the eye of the visitor as he crossed Warm Spring mountain, entering town. When first built it contained four rooms, three of which were opened for school purposes. This building cost between six and seven thousand dollars. A plot of four acres, properly fenced, surrounds it and the sloping grounds are covered with fine old oaks, the delight of all those who have spent many years at the Academy.

The first principal at Mt. Wesley was Chas. A. Waynant, of Beaver, Pa., who served from 1878 to 1880. Other principals since have served as follows: H. W. Allwine, of York, Pa., 1880 to 1883; E. E. Mercer, of Fairmont, W. Va., 1883 to 1889; C. J. C. Bennett, of Fairmont, 1889 to 1890; W. C. Miller, of Fairmont, 1890 to 1891; M. H. Willis, of West Union, 1891 to 1893; E. E. Mercer, 1893 to 1895; G. M. Bassell, of Lost Creek, 1895 to 1896; E. E. Mercer, 1896 to 1899; R. E. Allen, the first principal from Morgan county, 1899 to 1900; J. N. Fries, of Dayton, Va., 1900 to 1904; John

Buchanan, of Berkeley Springs, 1904 to 1905; H. E. Swope, of Windber, Pa., 1905 to 1907.

In 1892 the Board of Education composed of Mr. J. W. Johnson, Mr. W. H. Somers and Mr. W. H. Brady, had erected an addition of two rooms to Mt. Wesley at a cost of $1175. Six teachers were then employed. Again in 1905 the Board of Education, composed of Mr. C. E. Hunter, Mr. John M. Miller and Mr. John T. Kerns, found it necessary to relieve the crowded condition of Mt. Wesley. In consequence in the northern part of town was erected an up-to-date one-room building for primary instruction. This building cost $1500. This is the beginning of what will be a few years hence, an imposing ward school. With the opening of this building the eighth teacher was added to the faculty. Our numbers are increasing. In 1875 two teachers were employed in the public schools of Berkeley Springs, with an enrollment of fifty-nine. In 1907, the enrollment has increased to 345.

This school is equipped for advancement, and good work is being done in all the grades. A Bible is on the teacher's desk in every room. The library contains 800 volumes of choice books suited to all grades. These books are properly shelved and catalogued and trustworthy librarians have them in charge. A special effort was made this year to supply the little people with the best literature obtainable. The effort was successful and we now have a number of excellent books for the primary grades. These books are kept in a case to themselves on the lower floor; they are easy of access and in the care a special librarian. A year ago the school bought an excellent piano. This was duly installed and added greatly to the pleasant side of school life. It has been a decided factor in moral development as well. The school also has an organ in use.

Last but not least is the new course of study recently arranged. It outlines the work pursued by the pupils from the first grade to the senior class in the High School. This is printed in a neat pamphlet, which contains also a list of graduates of Mt. Wesley dating from 1899, when the system was first established, and a list of rules governing the use of the library.

The Bluefield Public Schools.

BY J. W. TINSLEY, SUPERINTENDENT.

THE CITY.

The city of Bluefield, situated on the Norfolk and Western railroad, ten miles east of the great Flat Top Coal Fields, has had a phenomenal material growth, and the educational interests have by no means been neglected.

Where in 1888, the farmer cultivated his fields and his cattle grazed over the hills undisturbed, is now (1906) Bluefield, a hustling city of 14,000 inhabitants, with a school population of approximately 2,200.

SCHOOL BUILDINGS.

The first shool building was a frame house of four rooms, erected in 1889. But this did not supply the growing population with adequate accommodations very long, and in 1895 an attractive, modern brick building of ten school rooms and an office, was erected at a cost of $20,000.

A suitable building of four rooms, with large halls and cloak-rooms, is now nearing completion in South Bluefield. The four-acre lot and the building cost $8,000.

An addition of two large rooms, with an upper and a lower hall, and cloak-rooms, has recently been completed for the accommodation of pupils attending the West End School. The latter building, therefore, has six rooms. The city now has, including the six-room building for the colored school, six buildings.

Heating and ventilation in the High School building are secured by the Peck-Hammond system. Automatic self-flushing sanitary closets have been recently installed in the High School and West End building.

GRADED SCHOOL.

The history of the public schools of Bluefield, as a graded system, had its beginning in 1893, when the Board of Education established a Graded School and appointed Mr. N. B. Studebaker, Principal, with eight assistant teachers. Mr. Studebaker was Principal for two years, and was succeeded by Mr. J. J. D. Medley, who, with thirteen assistants, served until his death in February, 1897. Mr. V. V. Austin was made acting Principal for the rest of the school year.

Mr. C. A. Fulwider was elected Principal in the autumn of 1897, and served in that capacity until 1903, when he was made city superintendent and principal of the High School.

The two positions were made distinct at the beginning of the present school year. Mr. Fulwider was retained as Principal of the High School, and J. W Tinsley was elected as Superitendent, the entire time of whom is devoted to the distinctive duties of his office.

The corps of teachers now numbers twenty-five for the five buildings, and six for the colored school.

SALARIES.

Teachers holding No. 1 certificates are paid $50 per month; those holding No. 2 certificates receive $40 per month. The teacher of the 8th grade of the Grammar school, who is also secretary of the Faculty, is paid $65 per month. The Principal of the High School receives $100 per month, and the teachers in that department, $55 per month. The Superintendent is paid for services covering the entire twelve months of the year.

COURSE OF STUDY.

Previous to the year 1903, the course of study comprised only the common school branches with the addition of algebra, literature, rhetoric, and geometry. In 1903, the High School was organized, and the course

WEBSTER SCHOOL, WHEELING.

LIBRARY

arranged to include thirteen years; three primary, four intermediate, two grammar, and four high school. The High Shool course includes grammar, rhetoric, history, literature, physical geography, algebra, Latin, German, geometry, physics, botany, geology, and chemistry.

DISCIPLINE.

Each teacher has charge of his room for disciplinary purposes, and in all matters of discipline the teacher is held responsible, every encouragement being given to make teachers independent of other authority in the matter of the exercise of discipline. An appeal from the teacher to the Superitendent is allowed. Teachers are held to strict accountability to the Superintendent; the latter, however, reenforces the authority of the teacher over the pupil. A report of each pupil is sent to the parents at the end of each month, showing his record for attendance, punctuality, deportment and scholarship. Those who are neither tardy nor absent during the month, and have an average of 90% in scholarship, and whose deportment is good, are put on the honor roll, the room attaining the greatest percentage of such to its enrollment having the privilege of early dismissal on the afternoon of the Monday following the end of the school month.

Interest has been aroused in behalf of the establishment of libraries in the various rooms of the different buildings, and pupils and others are making liberal contributions for this purpose.

The teachers are organized for meetings on alternate weeks, and are pursuing the professional course of study prescribed by State Superintendent Miller for the West Virginia Teachers' Reading Circle.

The teachers, as a rule, are ambitious to excel and are performing satisfactory work. Several of them are graduates of Normal Schools and the others have received training at other reputable schools. When they show inefficiency, they are eliminated, it being the purpose of the school authorities to surround our pupils with the best talent available under the conditions.

ENROLLMENT OF PUPILS FOR 1906-7.

There are now enrolled over 1,200 white and 300 colored children. These numbers will be increased as winter approaches.

The Public Schools of Buckhannon.

BY EX-SUPERINTENDENT U. I. JENKINS.

Any history of the educational development of this town, so far as that history may relate to the Public Schools only, must be somewhat indefinite, since the records of all proceedings prior to 1881 were destroyed by fire. While the oldest citizens of the place can give much of interest and profit concerning the early schools, such information is not reliable enough for history. With this apology for his inaccuracies, the writer

compiles those facts that seem to him most likely to interest the student of our educational progress.

In this town much attention was given to education before the organization of the public schools. In 1847 an act was passed by the General Assembly of Virginia, providing for the establishment of the Buckhannon Male and Female Academy. The school was opened soon after, and continued in operation until after the outbreak of the Civil War. The school building stood a little way back from West Main street, not far from the present site of the Episcopal church. This Academy furnished many teachers to Upshur and other counties, and laid the foundation for the higher school with which the town is now blessed. Ex-Mayor T. G. Farnsworth, present member of the Board of Education of this town, was a student there, and later a member of the Board of Directors.

The free school system went into operation here about 1865 or 1866, soon after the suspension of work by the Academy. The first teacher was one Mr. Barren, who was given fifty dollars a month for his services. He was a man of scholastic attainments, and soon was able to command higher wages than the town could afford to give; so, his services were lost to this people.

It is of interest to note that Senator D. D. T. Farnsworth, who has held almost every office in the gift of the people from that of school trustee to Lieutenant Governor, was the first school trustee. His interest and influence in education are shown by the fact that in the year 1878 he, supported by George Clark, Capt. A. M. Poundstone, Dr. G. A. Newlon and others, employed Miss Anna Galt, a college-bred woman from Virginia, to conduct a private school. This teacher prepared several students to enter Broaddus College at Clarksburg, W. Va. Senator Farnsworth also served eighteen years as regent of the West Virginia University.

Among the early teachers of note were Captain Gould, now of the Territory of Alaska; Senator R. F. Kidd, for a long time one of the most enthusiastic and most successful teachers in this part of the State, and now a lawyer of Glenville, W. Va.; Col. George R. Latham, later a Minister of the United States to Australia, now a citizen of the town.

To dwell further upon the early history of our schools would be to repeat what is, substantially, the history of every school. Difference of names does not essentially make difference of history. No strong personalities come upon the scene to leave the impress of their characters. No evolution in education, or change in administration of school affairs comes to develop here a system of schools peculiarly strong or unique, or in any way different from ordinary schools. So, we pass from the time when we rely upon memory, to the days of authentic records.

In 1881, J. O. Stevens and three assistants were chosen to teach in the public schools, and Principal Stevens remained two years. At the end of that time he resigned to take the principalship of the Normal and Classical Academy, a denominational school which was opened in the town in 1883 (?). He was succeeded by E. O. Hall, and he by T. E. Hodges. Following him in the order named were E. C. Ravenscraft, J. F. Ogden, C.

W. Milam, F. H. Crago, W. R. White, H. A. Darnall, F. F. Farnsworth, and U. I. Jenkins.

Further personal mention of some of these superintendents may be of interest. E. C. Ravenscraft was the first to grade the schools of the town, and introduce a course of study. J. F. Ogden spent the last years of his life in teaching in the West Virginia Conference Seminary at this place. F. H. Crago has for years been one of the principals in the Wheeling city schools. W. R. White was first State Superintendent of Free Schools in this State, and first principal of the Fairmont Normal School.

To give even a brief biography of these distinguished men would be foreign to the purpose of this article; and, much as the writer would like to dwell upon their influence and achievements, he must forego the pleasure in order that he may dwell further upon that which more vitally concerns our own progress as a public school.

Whatever advancement has been made by a change of principals or superintendents, that advancement has not been due to increased salaries. An examination of the county records reveals the fact that the teachers in the "grades" of our town schools are receiving the same salary today as was paid, on an average, to teachers who taught in this county the first year of the organization of free schools in this part of the State.

Available records of the town show that, between 1881 and 1891, four different principals received $75.00 a month, one received $85.00, two received $95.00, and only one received as little as $65.00. In 1891 F. H. Crago received $120.00 and W. R. White received $100.00 in 1892. At no time since, until the present year, has more than $75.00 been paid, and once only $70.00.

According to the best information obtainable, the public schools of the town were opened in a part of the building now occupied by the High School department. A lot costing $500.00 was purchased from Senator D. D. T. Farnsworth, and on it was erected a substantial four-room building. In 1884 the building was remodeled and enlarged to eight rooms. It has frequently undergone repairs and refurnishing, so that many thousands of dollars have been put into it. In 1894 or '95 a building of two rooms was erected in the southern part of town and was used for the white children until 1897. Since that time it has been used for the colored children.

The year 1897 marks one of the greatest achievements on the part of the local board. At that time the West Virginia Normal and Classical Academy, sometimes known as Union College, was sold for debt. Our Board, composed of Dr. T. G. Farnsworth, A. M. Liggett, and C. A. Bailey, acting upon Jeffersonian principles of statesmanship, purchased this property for the small sum of five thousand dollars. Although they felt that they had "stretched their power until it cracked" by creating a debt for such a purpose, they nevertheless felt it a great opportunity thus to provide for the future. So progressive and so statesmanlike was their action in this matter, that no one ever called it in question; and today we are in possession of a good eight-room building, and as beautiful a campus as nature could provide. Well may it be said of them twenty years hence, "that they builded better than they knew." There are many reasons why

we may believe that, within a year or two, the Board will provide a modern school building. While we have fared reasonably well during the past, public sentiment is rapidly growing in favor of better accommodations ,and doubtless they will soon be provided.

Although the town has, as citizens, a large number of distinguished educators prominent in this State, no effort has ever been made to secure them as members of the Board of Education; but representative business men have never been wanting. At present the Board is composed of J. M. Chidester, assistant postmaster; Sanford Graham, assistant bank cashier; Dr. T. G. Farnsworth, ex-Mayor. It is to such men that we owe the possession of valuable property.

During the last several years the board has been employing a man to act in the capacity of superintendent, and he has been discharging the duties of one; but according to existing laws for this independent district, the Board has no such authority. A new charter will be sought at the next session of our Legislature, and, if granted, it will prove of great service to those who labor under it. The course of study has been changed from time to time, until now it includes the average work done by primary, intermediate, and grammar department, and four years of High School work.

In most things, our tendency is decidedly upward. The location of the Seminary here has made it impossible to keep in the public school, until they graduate, some pupils who otherwise would remain; on the other hand, this higher institution of learning has given such an inspiration for better things, and has given us so many excellent teachers that, on the whole, it has been very helpful to the public schools. It has been estimated that four-fifths of the public school graduates enter the Seminary. The class of 1907 is composed of five boys and ten girls, and is the largest in the history of the school.

Cameron Public Schools.

BY A. D. GIVENS, PRINCIPAL.

Any history of the development of the Cameron Public Schools in their earlier stages must, of necessity, be very meager, as the records are not clear, and furnish no definite information regarding the erection of buildings.

The earliest record of a meeting of the Board of Education is that of September 2, 1865, the meeting being held at Glen Easton for the "purpose of reporting on the enumeration of youth in Cameron Township."

The earliest record we have that relates directly in any manner to the history of the Cameron schools is of a meeting of the Board of Education at Glen Easton, April 20, 1866. At this meeting it was decided "to purchase a site from John Parkinson on the Waynesburg Road, near Rock

Lick, one from George Hubbs, in Glen Easton, and also one from Dr. Stidger, in Cameron.

However, there is no record relating to the erection of a building until 1869. During this year a two-story frame building containing two rooms was erected on a lot purchased of David McConoughey. This building adequately served its purpose until 1878, when it was found that the school had outgrown its quarters to such an extent that more room was a necessity. To relieve this condition the old Disciple Church was purchased and used as a school building. This building filled the demand until 1891, when a two-story brick building containing four rooms was erected. Again in 1900 the school had outgrown the building and a two-room annex was built, making six rooms in all. Again in 1903 it was found necessary to relieve the overcrowded condition and two rooms in another part of the city were rented and furnished for school purposes. In 1906 temporary relief was again secured by renting another room in the city. On November, 1906, Cameron voted to issue bonds in the sum of $35,000 for a High School building, and ere the dawn of another school year the present unsatisfactory quarters will be swept away and replaced by a magnificent modern structure that will be both an ornament and an honor to Cameron.

In 1887 Cameron School was made a graded school, with the requirements for graduation limited to the common school branches until 1900, when Algebra, Physical Geography, and American Literature were added to the course of study. Again in 1903 Drawing, Rhetoric, Plane Geometry and First Year Latin were added.

The year 1906 marked the beginning of a course of study in keeping with other schools of a similar grade. Within the coming year sufficient additions will be made to the course to make the work preparatory to the University.

The school has a library of over six hundred volumes, embracing history, fiction, biography, oratory and essays, besides works of reference. For the most part the library fund is maintained by the pupils of the school. Contributions are made, and it has been customary for the school to give an entertainment each year for the purpose of raising additional funds.

Ceredo Independent District.

(Ceredo and Kenova.)

BY SUPERINTENDENT G. OTTO GRADY.

Ceredo was settled by people from the New England States in 1857. The schools of Wayne County were organized in 1865. Mrs. A. M. Poore taught the first free school in Ceredo in the old Union Church. In the following year the town was incorporated through the efforts of Lucian Ayers.

On the 28th of February, 1872, by an act of the Legislature of West

Virginia, what had until that time been known as School District No. 1, of Ceredo Township, was set apart as the Independent School District of Ceredo. This act was amended and re-enacted in 1879.

Nature has richly endowed the district with beauty. The level flood plains on the banks of the Ohio, backed by the hills; the ever-changing condition of the waters of the Big Sandy; the meandering of the Twelve Pole through groves of sycamores and elms present at all seasons of the year a source of pleasure and food for reflection.

By the provisions of the act above referred to, Z. D. Ramsdell, Hurston Spurlock and Charles B. Webb were appointed as the first School Commissioners. These gentlemen met for organization on March 14, 1872. After all were duly sworn into office by the Clerk of the Circuit Court Mr. Z. D. Ramsdell was chosen president of the board, and for temporary organization Mr. Charles B. Webb was chosen secretary, and Hurston Spurlock treasurer.

During the thirty-five years since the establishment of the district, the average term of office of the secretary (not including the first secretary, who was but secretary pro tem.) has been four years; the average term of office of the superintendent or principal has been less than two years; Mr. Collier, until recently secretary of the board, held that office almost thirteen of the thirty-five years; at the time of his death, January 4, 1907, he had been a Commissioner twenty of the thirty-five years. The painstaking, honest efforts of these two gentlemen have done much to bring the schools to their present state of efficiency.

One of the first acts of the first Board of Education was to improve the school property by planting trees and enclosing the lot with a fence. In 1886 the capacity of the building was increased from two to four rooms. Some time before this it was necessary to rent an extra room for school purposes. In 1894 the building was further enlarged to six rooms. This building was used until destroyed by fire, in 1895.

The fire occurred Friday, October 6, 1895. By Tuesday morning the schools were housed in rented rooms in various parts of the town, rough boards serving as benches and desks. School was taught on the following Saturday; thus the burning of the building did not cause the loss of a single day of school.

This catastrophe at the time seemed to be a very serious matter, but it was really a blessing in disguise, for on the same site was erected a splendid eight-room brick building, which at present is known as the Central building of the district. At present plans are being made to enlarge this building, that better accommodations may be provided for the High School.

Kenova was incorporated as a town in 1895, but in 1893 a two-room frame building was built in that part of the district. In 1898 this was enlarged to four rooms, and at the present time plans are being made for a new house, to be constructed of brick or concrete.

The first principal of the Kenova schools was Mr. Charles Hazard, who was elected in 1893. In 1895 Miss Maggie Kelley was elected to the position, and in 1897 Mr. W. W. Smith. The next principal was Mr. F. A.

Mitchell, elected in 1898. He was succeeded by Mr. E. O. Saunders in 1899, who still occupies the position. Mr. Saunders has the distinction to have been employed as a teacher in the district for a longer term than any other.

It would be difficult to state just when the High School was organized, for it was a gradual outgrowth of the school system. The first class to graduate was in 1894. Until 1897 the superintendent, or principal, as he was then designated, did all the teaching in the High School; but in that year Mr. E. Diefenbach was elected principal of the High School. He was succeeded in 1898 by Miss Elizabeth Clinefelter, who was succeeded in 1899 by Mr. B. E. Morris. Miss Anna Lederer, elected in 1901, is at present the principal.

On May 4, 1900, the Ceredo High School was placed on the accredited list of the West Virginia University. The present course of study embraces the following: Latin, four years; German, one year; English, four years; History (Ancient, Modern and American), two and a half years; Mathematics, two and a half years; Science, four years. The equipment for teaching Chemistry and Physics is good and is being constantly added to.

The Amendment of the Act of 1899, referred to in the first part of this sketch provided that a tax of two-tenths of a mill on the dollar could be levied for library purposes. As a result two fine libraries have been established — one in the Ceredo building, of about 2,000 volumes, and another in the Kenova building, of about 1,000 volumes. The books are well bound, well chosen and much used.

Clarksburg Public Schools.

BY SUPERINTENDENT F. L. BURDETTE.

HISTORY.

Schools of some kind were taught in Clarksburg from her earliest settlement. Tradition asserts that immediately after the Revolutionary War private schools in the town, then the new location for the Courthouse of Harrison County, were in charge of teachers of the better type for that period. The first attempt to establish a regular school was made in 1787, when the old Randolph Academy was chartered by an act of the Virginia Legislature. Among the names of trustees appointed to take charge of the school were those of James Madison and George Mason, now illustrious in the history of Virginia and of the nation. For the support of the academy one-sixth of the surveyors' fees collected in the counties of Northwest Virginia were appropriated. The Academy was intended to be a preparatory school for William and Mary College, for which institution the surveyors' fees had previously been appropriated. In 1789 the Legislature authorized the trustees to raise by lottery an additional sum for the use of the Academy, which amount was not to

exceed the value of one thousand pounds of tobacco. The grounds were donated by Hezekiah Davisson and the building was ready for the reception of students in 1790. Rev. George Towers, a graduate of Oxford, England, was the first professor in charge, and he remained at the head of the school for many years. He taught Latin, Hebrew, Greek, and the sciences. At a later period the Virginia Legislature again authorized an additional sum to be raised for the school by lottery.

In 1842 the old Randolph Academy was merged into a new institution, incorporated under the name of the Northwestern Academy of Virginia, which was established on the site and in the building of the old Academy. This new institution was under the direction of the Methodist Episcopal Church, had a strong course of more than college preparatory work, and received a liberal support in donations and patronage. The old building was burned in 1844, and was replaced by a brick structure on the old site, a part of which continued in use for school purposes till 1895. The doors of the Northwestern Academy were open regularly ten months out of the year for the reception of students till 1861 or 1862, when the outbreak of the Civil War called its students and teachers to other scenes. During the war the building was used for a prison and barracks. In 1865 the last session of the Northwestern Academy was taught by the Rev. John Connor, a minister of the Methodist Episcopal Church. During that year the first public schools were taught in rooms rented in different parts of the town. In 1866 the entire Academy property, grounds, building, and equipment, were turned over for the use of the public schools; but no transfer of title was made. In 1867 the Clarksburg Independent School District was established by legislative enactment. In 1878 an act of the West Virginia Legislature vested the title of all such school property as that of the Northwestern Academy in the regularly constituted public school authorities. In this case the splendid site of the present Central High School, containing one and one-half acres in the center of Clarksburg, thus became the property of the public schools of the city. Randolph Academy, 1790 - 1842; Northwestern Academy of Virginia, 1842 - 1866; Clarksburg Public Schools, 1866 to the present time, have, in succession, come into possession of the same property and received the public support and patronage.

During the first session of the public schools in 1865 - 1866, there were three teachers. The first Board of Education for Clarksburg Independent District, in 1867, consisted of Daniel Boughner, R. T. Lowndes, and B. F. Shuttleworth. The first principal of the schools, in 1866 - 1867, was Rev. John Connor, with John Blackford and Misses Isabella Davisson, Molly Lynn and Emily Griffin as assistants. The following principals and superintendents have since been in charge:

1867 - 1868 — Julius Anderson and four teachers.
1868 - 1873 — Dr. William Meigs and four to six teachers.
1873 - 1878 — D. C. Lonebery and six teachers.
1878 - 1882 — C. W. Lynch and eight teachers.
1882 - 1892 — John G. Gittings and eight to ten teachers.
1892 - 1895 — L. J. Corbly and ten to thirteen teachers.

NEW BUILDING AT HINTON.

NEW MARTINSVILLE HIGH SCHOOL.

NAU

1895 - 1897 — John G. Gittings and thirteen to fourteen teachers.

1897 - 1907 — F. L. Burdette, the present incumbent, and fifteen to forty-two teachers.

GROUNDS AND BUILDINGS.

The city's public school grounds and buildings consist of: First, the lot in the central part of the city, the site of the old Randolph and Northwestern Virginia Academies, which contains one and a half acres, and on which the Central School building was erected in 1895 at a cost of $25,000; second, a lot of three-quarters of an acre at Point Comfort, in the west end of the city, on which the West building was erected in 1897 at a cost of $6,000; third, a lot 160 feet by 180 feet at Alta Vista, in the east end of the city, on which the Alta Vista building was erected in 1902, at a cost of $1,500; fourth, a lot 100 feet square in the southern part of the city, on which the Monticello building was erected in 1903 at a cost of $4,000; fifth, a lot 121 feet by 131 feet in the Second Ward of the city, on which the Carlisle building was erected in 1906 at a cost of $26,000; sixth, a lot 120 feet by 150 feet, in the Fourth Ward of the city, on which the Pierpont building was erected in 1906 at a cost of $26,000; seventh, a lot 100 feet square in the Second Ward of the city, on which the Water Street building was erected in 1901 at a cost of $1,400. The last named school is for colored children. All school buildings in the city are of brick and stone.

COURSE OF STUDY.

The first eight years are divided into Primary and Grammar departments of four years each, and are preparatory to the High School with a four years' course.

The High School offers three courses of study, equal in units of work, with the exception of English reading requirements.

A physical laboratory has been fitted up, and apparatus for use in the subjects of Physiology, Botany and Geography has been provided. From the High School preparatory course students have entered the freshman classes of West Virginia University, Washington and Lee, Ohio Wesleyan and University of Cincinnati. They are regularly received into the freshman classes of West Virginia University and Washington and Lee without examination.

The school library contains 1781 books, the use of which is free to students, under the direction of their teachers.

The schools are in session for a term of nine months each year, and the entire common and High School courses comprise a period of twelve years for the average student. Courses in Drawing and Vocal Music are offered throughout the schools, under the direction of their special supervisors.

History of the Charleston Schools.

BY SUPERINTENDENT GEORGE S. LAIDLEY.

The free schools of Charleston were organized in the fall of 1864, the year following the admission of the State into the Union. The first school for white children was taught by Mr. J. T. Brodt. In the same year a school for colored youth was organized, taught by Miss Olive Sparrow. These schools were very small and poorly patronized. The buildings used were wholly unsuited to school purposes. The first school was taught in the basement of the Methodist Church, and as late as 1868 the best accommodation for schools was a rickety frame building, scarcely fit for a stable.

In this year the Board of Education, composed of progressive men, determined to secure a better building. They met with much opposition, but were eventually sucessful in carrying out their intention. They erected the Union School, a two-story building situated on State street, then the center of the town. When completed the building could accommodate about three hundred pupils. All the white schools of the town were then consolidated in the new building.

In 1871 by an act of the Legislature the control of the city schools was given to the City Council. It remained thus for ten years, when it was again transferred to a city Board of Education. One of the most progressive principals of this period was Mr. S. H. Patrick, who had control of the schools from 1873 to 1878. During this time he drew up a course of study, — the first standard adopted for grading the schools.

Mr. George S. Laidley was appointed superintendent in 1878. With the exception of the years 1881 - 1883, he has held the position continuously till the present time. There is little to be said of the history of the schools from 1883 to 1895, except that they continued to grow in enrollment and in adaptation to the needs of the city. The uninteresting character of the annals of this period indicates the prosperity of the schools.

There was a notable progress in one direction in these years. The school buildings at present in use were built to replace the older structures, now grown inadequate for the increased population. The houses built at this time were of brick, and furnished with modern appliances. Ample grounds around the schools afford the pupils an opportunity for outdoor sports.

In 1895 the towns on the northwest side of Elk River were added to the city limits. At the same time the school districts were made coextensive with the city. Two new schools were opened in this part of the city, and a few years later the Lincoln School, a handsome brick building, was erected a short distance below Elk River.

The limits of the city were further extended in 1897 by the addition of the territory formerly known as Ruffner, which lay southeast of Charleston. This new district also required a new school.

The growth of the Charleston High School in the last twenty-five years has been substantial. In 1882 Mrs. Mary R. McGwigan was chosen

principal, with Mrs. Coleman as assistant. For twenty-four years Mrs. McGwigan filled this position with credit to herself and with advantage to the school. Her devoted service to the young people of Charleston has borne good fruit, for she has exerted a strong influence for good over the young men and women of the city. From its rudimentary beginnings the High School has grown until it now has an enrollment of 209 students, under the care of ten teachers. The four years' course of study measures up to the standard of High Schools throughout the country. The graduating class of this year has twenty-five members.

At the beginning of the school year 1903-1904 the High School moved into the building just completed, and reserved for its exclusive use. It is a handsome three-story brick building on Quarrier street. It is fitted up with all the appliances that contribute to the success of the modern High School. The Alumni Association of the Charleston High School was organized in 1899. Yearly meetings since that time have brought the graduates in touch with each other and with the school, and have thus added materially to the advantages offered by the school.

At the present time the Charleston Schools occupy nine buildings, and have an enrollment of 3,227 pupils. There are 84 teachers, beside the superintendent. Two new schools of eight and twelve rooms, respectively, are now in process of erection. The schools are directed by a Board of Education consisting of nine members. Much of the present prosperity of the schools is to be attributed to the broad minded attitude of this board, whose acts are determined solely by the needs and best interests of the school.

MEMBERS OF THE BOARD OF EDUCATION OF CHARLESTON INDEPENDENT DISTRICT, 1907.

J. E. Chamberlain, President.	Val. Fruth.
A. T. Cabell.	M. Gilchrist.
L. Caperton.	A. G. Higginbotham.
R. B. Cassady.	L. L. Price.
D. T. Farley.	W. O. Daum, Secretary.

SCHOOL BUILDINGS OCCUPIED.

NAME.	DATE OF ERECTION.	NO. OF ROOMS.	COST OF BUILDING.	MATERIAL.
High School	1903	15	$40,000	Brick and Stone
Lincoln	1898	10	25,000	Brick
Mercer	1889	16	35,000	Brick
Union	1892	21	50,000	Brick
Garnett	1890	8	10,000	Brick
Washington	1902	4	4,500	Brick
Ruffner	Temporary buildings to be replaced by those now in construction.			
Elk				
Bigley				

The Charles Town Schools.

BY MISS ORRA TOMLINSON.

In some portions of the Mother State the interest in education was greater than in others.

Jefferson County, imbued with the spirit of him whose name it proudly bears, and with which the highest educational institution of the old State is inseparably connected, as early as 1829, made efforts to provide a school for the tuition of her poor children, appropriating "a sum not exceeding one hundred dollars to the employment of a teacher for said school, on condition that the inhabitants of the district shall subscribe an equal or greater amount, and shall agree to constitute the school so established into a *free school* for the education of all the children in the school."

When, in 1846, a free school statute was enacted, Jefferson was the first county in the State to establish the system and to build school houses.

In Charles Town, the first public school house, built substantially of native limestone, upon which was afterward reared a second story of brick, still stands upon North street. Children of both sexes attended this school; the teachers were all men, and for years were not natives of the town or county, but came from other counties of Virginia or from other States.

The schools were not popular; the name "Free School" created a prejudice in the minds of the people; the rich and the cultivated class of the community preferred paying the high tuition rates of private institutions of learning to patronizing those schools. Consequently, there was, for boys, a flourishing Academy first organized in 1795 and incorporated in 1797, taught by men of attainments and recognized ability. There was also a seminary for girls and young ladies, while for many years two such institutions were well supported by the town and vicinity.

After some years the town was divided into two school districts and a second school house built, which was afterwards set apart for girls exclusively, the first one then becoming a boys' school.

In 1889 the first attempt to establish a graded school was made, the two buildings were divided into two rooms each, and four teachers were appointed.

In 1893 the Board of Education purchased a building containing twelve rooms on the north side of the town at a cost of $9000; it was fitted up for the graded school, and six teachers were employed, together with Mr. Wright Denny as principal.

Under his zealous and efficient management the school has steadily grown and prospered. It is now the Charles Town Graded and High School; consists of ten grades, embraces a High School course, and enjoys the reputation of a thorough and high-toned school. "Its work is accredited by various institutions of learning, among which are the West Virginia University; V. P. I., Blacksburg, Virginia; Washington and Lee University, and the work has been accepted on certificate without

further examination at the Female Normal School, Farmville, Virginia; Peabody Normal, Nashville, Tennessee; St. John's College, Maryland, and other institutions.

The record of the students at colleges and universities is a matter of pride."

A library of well chosen books was established some years ago, and new books have been added each year, until now the number of volumes is largely over five hundred. Some of the best magazines and periodicals are kept on the reading room table.

The names of the Board of Education for the year 1906-7 are J. D. McGarry, president; B. E. Beavers and S. Lee Phillips, commissioners; Charles A. Johnson, secretary.

History of Edgewood Graded School.

BY H. L. PEDICORD, PRINCIPAL.

About three miles northeast of Wheling lies the town of Edgwood, situated in one of the richest and prettiest valleys of our "Mountain State."

Here, some fourteen years ago (1893), a little band of men came together to consult each other as to how to obtain a school for their children. The result was that a mass meeting was called in Hands' Hall, Elm Grove, to persuade the Board of Education that a school was needed. The citizens were put off at that time because the board was heavily in debt, due to the destruction of school property by a flood. A second mass meeting was called at Seibert's Garden at which the board was asked to be present. After much discussion the citizens determined that, if necessary, they would go on the bond of the board to enable them to put up a school building.

The agreement was made, but its fulfillment never became necessary, as the next board found no difficulty in providing funds for the erection of a two-room frame building. It was located on two lots purchased on the so-called Edgington Lane. Comparatively few families lived there then, but most of them were land owners. School was in session the next year, 1894, for five months, being taught by J. H. Lazear and Miss Hallie Baird.

In 1895 Miss Lena Meminger taught for a term of eight months. Miss Meminger was succeeded by J. D. Muldoon, who was principal one year. He was succeeded by A. W. Curtis. In February, 1899, the frame building caught fire and was destroyed. School was taught in a private house the rest of the year.

The board then ordered a four-room building erected upon the site of the old one, though at this time they were criticised for extravagance. The school was once more in operation in September, 1900, and three of the four rooms in use. Another room was added in 1902.

Mr. A. W. Curtis, who had been principal for five years, was suc-

ceeded in 1902 by George S. Biggs, the County Superintendent of Schools; the former was transferred to a more responsible position at Elm Grove under the same board. Mr. Biggs retired at the end of that year in accordance with the State law forbidding County Superintendents to teach. He was succeeded by the present incumbent, who has held the position for four years.

Edgington Lane was incorporated June 14, 1905, as the town of Edgwood. Bonds were issued to the amount of $17,000 for the provision of lights, streets, walks and roads. It is essentially the same today as years ago — a town of residences for business men and laborers of Wheeling who take the advantage of the excellent trolley system passing through. The town possesses many of the advantages of city life, with but few of its dangers; there are no saloons and no factories; pure air and pure water are abundant. The children of such a town naturally are free from the many hindrances of life in industrial communities.

In 1905 bonds were issued to provide for an addition of four rooms to the school building; these were ready for occupancy in September, 1906. This building is unsurpassed by any of its class in the State. It is finished in hard wood and alabastine; it has all modern conveniences, such as large rooms, the best of light, metal ceilings, hot air furnaces, electric bells, an assembly hall with seating capacity of nearly 300, and a library of about 200 volumes; it is a well equipped school in every respect.

There are now six teachers well equipped to instruct the 200 or more school youth in attendance. We have had free text books since 1903. The graded course of study has always had its place. We are now following an outline made by the principals of Triadelphia District in accordance with the latest State Manual. Our attendance averages about 95 per cent. We have for the present year eight months of school, but will have a nine-months' term next year.

There have been nineteen graduates from the Edgwood School — three in 1902, seven in 1903, five in 1904, four in 1906. The class of the present year consists of five boys and four girls.

A high school course of one year was arranged in 1906, and two pupils are now doing that work. It is but a beginning in this line, and additional high school work will be added in time. Our graduates enter Wheeling High School or West Liberty State Normal with advanced standing.

Our pupils are not purely local, but many not properly in the subdistrict are granted permission to attend, where they have superior advantages; these come from Mount Leon, Pleasant Valley, Leatherwood and Mount de Chantal.

The many advantages we enjoy are provided by a board that is wide awake to the needs of the community and quick to act when the needs assert themselves. As Whittier says in his Centennial Hymn, "Let the new year shame the old."

The Elkins Public Schools.

The town of Elkins began its corporate existence in 1889. It was then a small village, giving little promise of the thriving town it has now become. Its present population is estimated to be about 5,000, and is steadily increasing.

From its youthfulness the brevity of its educational history may be inferred. The expansion of the public school has kept pace with the increase of population and it will not be claiming too much to say that in thoroughness of organization and instruction, in practical efficiency, it is second to few or none of the schools of the State.

The "Independent School District of Elkins" was established by act of the Legislature in 1893. The movement to secure an independent district met with strong opposition, but through the efforts of progressive citizens, the movement finally succeeded. Its success was fortunate for the educational interests of both the town and the county; for had the independent district not been established, the wages paid the teachers of the town school would have been little or no higher than those paid in the country schools, and the town school would never have attained its present efficiency and could not have exerted the influence it is now wielding upon the school work of Randolph County by its exemplification of the use and superiority of advanced educational methods.

This is a proper place to observe that at this time the free school system had some enemies in Elkins, and though there is, at present, no avowed opposition, still the old aristocratic idea that the free school is a charitable institution and that children who attend the schools open to the common people will lose caste and distinction socially, is entertained by a few people. In consequence several attempts have been made to establish private schools. These attempts have not been successful, and some of the youth, especially young ladies, who could very profitably attend the public schools for several years more, are attending private schools away from home.

When the independent district was created, Elkins had no school building. In 1890 two rooms in the Harvey building were used. The next year the School Board was obliged to rent three rooms in different parts of the town to accommodate the one hundred and twenty-five children enrolled that year. The same unfavorable conditions existed in 1892 and 1893, though there was, in the latter year, an enrollment of 225. Soon after the establishment of the independent district, however, the erection of a building of eight rooms was begun. The cornerstone of this structure was laid with appropriate Masonic ceremony on July 4, 1894; and on December 17 of that year was opened this first temple of learning in the town of Elkins. The cost of this building was approximately $30.000.

At that time the eight rooms were not all needed, but in less than seven years after its completion this building was inadequate. In 1901 and 1902, the board was obliged to rent one or more rooms. This year, 1903-4, suitable rooms could not be rented and the board was compelled to enlarge the building by the addition of four rooms, making twelve in

all. Owing to the heavy expense of building, and the low rates at which property is assessed, the school has not been well supplied with the necessary apparatus and appliances for teaching.

The school has had four principals. The first was Mr. N. G. Keim, who served in that capacity from 1893 to 1896. It was fortunate that, at this stage of its existence, the school was entrusted to a man of Mr. Keim's experience and ability. In 1896 he was succeeded by Mr. C. W. Flesher, who held the position three years. He was succeeded in 1899 by J. S. Cornwell, who served until 1906, when C. E. Jenks was appointed to fill the position. Under the management of these four men, the school has been thoroughly organized according to modern ideas of grading and management.

In 1893 there were 225 pupils, and three teachers, besides the principal; in 1907 there are 850 pupils. This does not include a colored school of about 35 pupils. There are in all 23 teachers employed.

The course of study includes, besides the eight years of elementary and grammar school work, a four years' high school course in which four years in Latin, two years in German, three years in mathematics, four years in English, one year in physics, one year in physical geography, and two years in history are required, with botany and chemistry as optional studies.

A new eight-room building is being constructed in South Elkins, and if the present rate of growth continues, at least two more buildings will need to be added within the next three years.

Elk Garden Graded School.

BY D. C. ARNOLD, PRINCIPAL.

Elk Garden is a mining town located in the western part of Mineral County, on the Allegheny Mountains 2,300 feet above sea level. Twenty-five years ago the primeval forest was hewn down and there sprung up in its stead a mining town of about 2,000 population. There was at that time about 400 acres of the magnificent fourteen-foot vein coal at this place. This vein is nearly exhausted and the smaller veins are coming into market.

As has been stated, the forest gave way to the town, but at first the trees and the houses disputed each other's claims.

The school house was built in the woods. Chestnut trees in the fall dropped their nuts — large, brown and tempting nuts — in the paths that radiated from the school house, thus affording the children one of the pleasures of childhood — gathering nuts from under the "spreading chestnut tree" as they passed to and from school.

Four teachers composed the teaching force at first, which was afterward increased to six. Messrs. Richard Boseley, Kenneth E. Burke, Charles E. Taylor and D. C. Arnold have been the principals, the latter having held the position for the last twenty years.

NEW BUILDING AT LITTLETON.

THIRD WARD, WELLSBURG.

NYAU

There have been eight graduating classes under the State graduating system, in all fifty-five graduates — nineteen boys and thirty-six girls. The first class was graduated in 1895. There were three members in this class — Messrs. James Norman and James Kenny and Miss Winifred B. Fenton. The two gentlemen are successful merchants and Miss Fenton, a graduate of the Fairmont Normal School, after teaching a number of years, is in charge of a business office at Elkins.

Mr. Stephen Dixon, at the time president of the County Court, was the first president of the Board of Education to sign a diploma.

Professor J. Walter Ross, of the class of 1897, afterward graduated from the Elliott Commercial School at Charleston, in Shorthand, and is now one of the leading teachers in the State, occupying a position in the Elliott Commercial School, in Wheeling.

Mr. R. Marsh Dean, of the class of 1899, is clerk and paymaster for the Davis Coal and Coke Company, at Cumberland, Md.

Mr. Wallace Bischoff graduated from the University of Ohio in mining engineering and now holds a lucrative position as superintendent of mines in Fayette County, this State. He finished the common school course here before the graduating system went into effect. Two young men of the earlier days have become prominent ministers — Revs. Charles Biggs and Harry Marsh; and Miss Belle McIntire, who graduated at the head of her class at a female seminary in Pennsylvania, is the wife of Rev. Hough Houston, New York City.

Nineteen of the fifty-five graduates became teachers, engaging in this high and honorable calling one or more years. Twelve of the whole number are teaching at the present time. Others are bookkeepers, clerks, students at higher institutions, and eight of the ladies are housekeepers.

All the rooms (six in number) of the school building are supplied with maps, and three rooms are supplied with globes and large dictionaries. The principal's room is supplied with two large maps, one a State and the other a United States map; three globes, physiological chart, mathematical blocks, dry measures, liquid measures, and numerous smaller articles. The room contains one large case for apparatus, an organ, and two library cases containing over 600 volumes. The library books, the organ and a part of the apparatus were purchased by the school children and teachers with money procured by entertainments and suppers.

The Board of Education of Elk District have always been liberal in purchasing apparatus for the schools throughout the district, and in the last ten years have spent $120 for apparatus in the Elk Garden School.

The Elm Grove Public School.

BY A. W. CURTIS, PRINCIPAL.

At the forks of Wheeling Creek, about five miles east of Wheeling, on the old Cumberland road, stands the historic town of Elm Grove.

Moses Shepherd was the first white man to build a home here, and become a permanent settler, having received the first land grant in this section, in the year 1802, August 26th.

The first school house within the present corporate limits of the town was a one-room building erected in the year 1859. The site was on the banks of Little Wheeling Creek, a part of the Moses Shepherd estate, and was secured from Mrs. Kruger to be used for school purposes during her life. At her death it was purchased by Andrew Vance, president of the Board of Education, from the commissioners appointed by the Circuit Court to settle the estate of Moses Shepherd.

In this building the youth of Elm Grove were instructed until the accommodations were inadequate. The building was then moved, in 1871, about two hundred yards farther up the road, and a new two-room structure erected on the old site.

The old building has since been purchased by the Board of Education and is now the colored school of Elm Grove. The colored school is not under the jurisdiction of the Elm Grove Graded School and is in no way connected with it. For a number of years colored teachers have had charge of this institution.

To keep pace with the growth of the town, a two-room wing was built in 1881 to the original two-room structure. Again, another two-room wing was built in 1899, making a six-room building. But in 1905 one of the large rooms was partitioned to increase the capacity, and within the last year one of the town halls has been pressed into service.

In the summer of 1905 a bond issue was authorized, by which means money was procured to erect a new building. The old site and building were sold at auction to M. N. Cecil. A new site on the banks of Big Wheeling Creek was purchased. This site was also originally a part of the Moses Shepherd estate. It is interesting to know that this ground was once an Indian burial ground. In the spring of 1906 work was begun on the new building, and on February 1, 1907, the pupils and teachers said good by to the old school house and took up their work in the new.

This building is an up-to-date structure, a two-story brick, with basement. It is a credit to the town and a credit to the men who planned and sanctioned it. It contains twelve recitation rooms, a room for the Board of Education, a principal's office and library, and two manual training rooms. It is plumbed for both gas and water and wired for electric lights. The hot air system of heating is used and ventilation is aided by an electric fan. In fact it has all the conveniences to make a school room comfortable and attractive and school work easy.

The present Board of Education — W. M. Hervey, president; J. F. Shirk and G. W. Guy, commissioners, and W. L. Duncan, secretary — have done many things to lighten the burdens of the teachers and make their work easy and successful. Maps, relief maps, charts, mathematical blocks and globes have been furnished, free text books have been provided and supplementary readers and text books have been purchased when needed.

The first principal of the Elm Grove School was G. A. Kyle, who

served in 1875 and 1876. His assistant was Miss Lee Hervey. The following are the principals that followed him:

J. B. Frazier and Brown Atkinson, in 1877.

Mrs. A. B. Eckhart, 1878 - 1881.

Miss Lizzie Brownlee, 1882.

Frazier Gardner, 1883 - 1888.

H. G. Lazear, 1889 - 1891.

J. H. Lazear, 1892.

J. C. Maxwell, 1893 - 89 and 1900 - 1901.

J. D. Muldoon, 1899.

A. W. Curtis, 1902 to the present time.

Since the present system of graduation was adopted for the public schools, Elm Grove has had nine graduating classes, as follows:

1895 — The first class, one boy and four girls.

1897 — One boy.

1898 — Three boys and six girls.

1899 — Three boys and two girls.

1900 — Two boys and three girls.

1901 — Two girls.

1902 — Four boys and five girls.

1904 — Two boys and seven girls.

1906 — Three boys and eight girls.

In all there have been fifty-six graduates.

There are now nine pupils in the ninth year, candidates for diplomas in 1907.

The Elm Grove School is the largest school in the country districts of Ohio County. Its enrollment last year was 328. The faculty now consists of eight teachers.

The chief pride of the Elm Grove School is in its library. This library, consisting of choice biography, history, travel, fiction, works of reference, etc., is the largest and best working library to be found in the public schools of the county. In fact much of the extra work of the present principal has been toward building up this library.

We are following the nine-year course of study as outlined by State Superintendent Thomas C. Miller in his graded manual. In addition to this we have also the principal's schedule, which outlines the books adopted by the County Book Board, according to the graded manual. High School work is also being done in the following branches: Literature, Rhetoric, Physical Geography, Latin, Algebra, also advanced work in Arithmetic, Grammar and General History.

A daily schedule is followed which limits the number of recitations in all the rooms, except the primary room, to thirteen. This gives each teacher a twenty-five minute period in which to hear each recitation. The principal's schedule is limited to ten daily recitations.

The present corps of teachers is doing good work, and the Elm Grove Graded School is contributing her mite to help along the great cause of education.

Fairmont Public Schools.

BY SUPERINTENDENT JOSEPH ROSIER.

The first public free school in the town of Fairmont was opened in the fall of 1864. The teachers for the first term were Misses Nannie Booth, Maggie E. Turney, (now Mrs. Eli Musgrove), and Mary J. Steele. The schools were ungraded and the term was only three months in length. There was no building, and rooms in different parts of the town were used. In 1865 the schools were graded, and placed under the supervision of Col. J. C. Lininger, who occupied the position but a short time. Upon the resignation of Col. Lininger, Dr. D. B. Dorsey was chosen principal, and had charge of the school until the close of the term, which this year was six months, the schools, four in number, being held in different buildings.

In the summer of 1866 the Board of Education purchased the brick building at the corner of Main and Madison streets, and fitted it up for school purposes. Prof. A. S. Cameron, of Connellsville, Pa., was chosen principal, and had charge of the schools for two years. Prof. Cameron had four assistants, the enrollment being nearly two hundred.

When the Legislature located one of the State Normal schools at Fairmont in 1867, provisions were made whereby the pupils of the district could be formed into model training schools for the benefit of the Normal students, and the principal of the Normal School was, by virtue of his position, superintendent of the public schools. This plan continued nominally until 1875, when the public schools were entirely separated from the Normal department.

Prof. W. R. White was the first principal of the Normal School and was consequently superintendent of the public schools for one year and part of another. He was succeeded by Prof. J. C. Gilchrist, who held the place for one year. Dr. J. G. Blair was then selected for the position, and had control of the schools until the close of the term in 1875, when Prof. J. W. May was chosen principal of the public schools alone for the term of 1875-76.

In the fall of 1876 Prof. Thos C. Miller was chosen principal of the schools, and he continued in the position until 1893. Prof. Miller was connected with the schools as teacher and principal for twenty-two years, and under his supervision the foundations of the present system were laid. 'In 1872 the large front building at the corner of Main and Quincy streets was erected, and this was occupied jointly by the Normal and public schools until March, 1893, when the Normal School was moved to the new building on the South Side, erected for its use by the State. Under the provisions of an act of the legislature passed in 1891, the Board of Regents of the Normal School was authorized to sell the State's interest in the old building to the Fairmont Independent district for the sum of $15,000, which transaction was completed on March 2nd, 1892, the district having issued bonds for the sum necessary to make the purchase.

In the fall of 1893 Dr. W. R. White was again chosen as principal

of the schools, but in the second month of the term he was removed by death, and Prof. J. S. Stewart was elected to fill the position for the remainder of the year. At the opening of the schools in the school year 1894-95, Prof. J. C. Gwynn was elected as superintendent of all the public schools of Fairmont Independent district, which position he filled until the close of the school year 1896-97. In July, 1897, Prof. C. W. Evans was elected superintendent to succeed Mr. Gwynn who resigned to accept the principalship of Madison school in Wheeling. In the summer of 1900, Joseph Rosier, the present superintendent, was elected to the position.

Fairmont is as well equipped with school buildings as any city of its size in the country. In the fall of 1906 the new high school was completed at a cost of $80,000 for the building and the site. This building is very complete in its arrangements, having a principal's office, a superintendent's office, a library room, a reading room, twelve class rooms physical and chemical laboratories a commodious gymnasium with locker rooms for boys and girls and a fine auditorium with main floor and balcony, having a seating capacity of 800. There are also five large well lighted basement rooms with ten-foot ceilings, and cement floors, with ample storage room, which will be available in the future, for manual training work. This building stands on a commanding site with ample grounds surrounding it, and the architecture is of the English classic style.

A model ward building was also erected in the Fifth Ward in 1905, at a cost of $60,000 for the site, the building, and the improvement of the grounds. This building contains nine school rooms, a principal's office, a teachers' private room, and a commodious auditorium, having a seating capacity of 600 people. The building is also equipped with a complete mechanical heating and ventilating system. In addition to these buildings the equipment of the district consists of a modern eight room building in the Fourth ward; the old Central Grammar school building containing 16 rooms; the Fleming school building of three rooms; the Barnesville building of two rooms; the Jackson addition building of two rooms; and the colored school building of four rooms. Plans are also under consideration by the Board of Education for the erection of other school buildings soon in parts of the district where the population is rapidly increasing.

Fairmont Independent district now has approximately a quarter of a million dollars invested in public school buildings and equipment. The taxable property of the district amounts to twelve million dollars, and the district carries a bonded indebtedness of one hundred fifty thousand dollars, which was voted two years ago, for the refunding of the then existing bonded indebtedness, and for the erection of new school buildings.

Since the graduating system was established in 1880 in the High School, two hundred and ten young men and women have completed the course, and are now filling useful and responsible positions in life, or are pursuing higher courses of study in colleges and universities. The principals to whom credit is due for the success and efficiency of the High School, are Miss Sarah Meredith, Prof. E. E. Mercer, and Prof. T. J.

Humphrey, the present principal, who has given his best thought and energy to the management and organization of the school for the past six years, the period of greatest growth and improvement.

Three courses of study are offered in the High School, the English, the Literary, and the Classical. The English course is offered to those who do not care to take up the study of a foreign language; the Literary course is offered to those who desire to take one or both of the modern languages, French and German; and the Classical course is offered to those who wish to take Latin, and the regular college preparatory work. The requirements for graduation in each of the courses offered in the High School shall be the satisfactory completion of 152 hours' work, an hour in this connection meaning one recitation per week throughout the semester or half-year. In order to complete 152 hours' work in four years the student must carry 19 recitations per week.

No student will be permitted to graduate without having completed the four years' work prescribed in English. The High School is on the accredited list of the West Virginia University, and its work is accepted for admission to many other institutions of higher learning. The aim is to make the High School in the highest degree serviceable, both to those who may desire to go to college, and to those whose school training will end with the completion of the high school course.

The elementary course covers a period of eight years, and the aim is to make it thorough and practical by inculcating habits of regularity, punctuality, obedience, neatness, and accuracy in work. The subjects in the elementary course are Reading, Orthography, Drawing, Writing, Arithmetic, Language, Grammar, Geography, United States History, Mental Arithmetic, Civil Government, Physiology, and vocal music. A kindergarten department is also maintained by the district, and approved work is being done in this line.

The total enrollment for the current year is 1607 in all departments, of which 178 are enrolled in the High School, 1359 in the elementary schools, and 70 in the kindergarten.

The total enrollment for the term closing in May, 1900, was 983. The increase in six years has been 63 per cent. There were 22 teachers employed in the schools in 1900 besides the superintendent. This year there are 45 teachers employed in the schools besides the superintendent. In 1900 there were three teachers and 71 students in the High School. Now there are 178 students and seven teachers. The growth shown by these figures needs no comment.

The schools are well supplied with libraries, which have been purchased with the proceeds of entertainments, with the tuition fees, and with some appropriations from the Board. There are about 700 volumes of supplementary readers, and approximately 1200 volumes in the graded libraries of the elementary schools. In the High School library there are 1350 volumes of fiction and general literature, and reference works in history, science and literature. These libraries are in charge of the teachers, and books are given out in such a way as to supplement the work in the different subjects studied, and to arouse a permanent interest in good literature.

In school room decoration work of permanent value has been done. Reproductions of the masterpieces of art and sculpture to the value of many hundreds of dollars have been hung on the walls of the rooms in the different buildings. The presence of these works has stimulated an interest in the great paintings of the world, while a perceptible improvement in the personal appearance, neatness, and order among the children can be observed. These works of art have been secured through the use of traveling art exhibits, and from the generous donations of the friends of the schools.

The Board of Education of the Fairmont Schools is now composed of the following named gentlemen: Hon. E. M. Showalter, President, and Mr. M. J. Lantz and Mr. W. E. Arnett, Commissioners; and Mr. T. W. Boydston, Secretary.

The Harrisville Schools.

BY JESSIE TRESHAM.

The town of Harrisville is justly proud of her beautiful and healthful location, her clean streets and well kept buildings and her prosperous citizenship, free from the undesirable foreign shiftless element that infests so many towns. But more especially does she pride herself upon her schools for which she claims an excellence not often attained outside those of the larger cities. The first public school in Harrisville was opened in 1864 and consisted of two rooms, with S. P. McCormick of Monongalia County as principal. It remained a district school with a term of four months until 1872. When the Harrisville Independent District was established by acts of the Legislature the term was then increased to eight months.

In 1878 a substantial brick building of four rooms was erected. This structure proved adequate to the needs of the town until about the year 1902, when the crowded condition of the school made it necessary to provide additional room and two of the grades were given temporary quarters in a business building. During the summer of 1904 the building was remodeled and enlarged by the addition of two rooms and an auditorium; the latter is a large, well lighted and ventilated hall, seated with opera chairs and admirably suited to many purposes of the school. The school course covers ten years and includes a High School course of two years.

At present, the High School curriculum consists of two years of History, Latin, Algebra, Geometry, English Literature, Physical Geography and Physics. The course will shortly be extended and made to include all the subjects required in a High School of standard grade. The excellence of the work done by the Harrisville schools is attested by its recognition on the accredited list of the University. Since 1880 the following persons successively have occupied the position of principal:

1. George K. Scott.
2. George W. Lowther.
3. M. A. Hayes.
4. J. H. Lininger.
5. M. H. Willis.
6. J. S. Cornwell.
7. H. B. Woods.
8. W. W. Tapp.
9. J. F. Marsh.
10. Robert Morris.
11. B. H. Hall.
12. W. W. Tapp.
13. H. E. Cooper.
14. Elbert Jones.

While Harrisville has never had at its disposal the large school fund that is available in large commercial and industrial cities, her citizens have always been generous in the support of the school and in the matter of salaries and supplies she compares favorably with many larger and richer towns. The school library consists of more than 500 volumes and is increased yearly. Apparatus is supplied as liberally as means will permit. The present Board of Education is composed of the following: R. R. Hall, J. Willis Fidler and H. E. McGinnis.

The Public Schools of Huntington.

BY WILSON M. FOULK, SUPERINTENDENT.

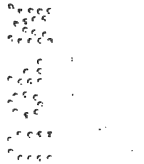
In the earlier edition (1904) of the History of Education in West Virginia we find a carefully compiled and exhaustive account of the growth of our school system from the beginning of our city in 1872 to the date mentioned above, 1904. To re-write that which has been so attractively presented by my esteemed predecessor Superintendent W. H. Cole, would be but a superogatory task. With but slight revision, and some addition made necessary by the unusual progress of the past three years, I present it herewith.

"In the year 1870 Mr. Collis P. Huntington, after whom the city of Huntington was named, projected the extension of the Chesapeake and Ohio railroad system, of which he was then president, from White Sulphur Springs, which was at that time the terminus, to the Ohio river. Placing himself at the head of a prospecting party which formed the advanced corps of engineers, they came down the New River canon skirting the banks of the Kanawha, over the ridge of hills to the Guyandotte river, following this river to its mouth, the broad expanse of level territory to the west suggested to his mind the site for a future city.

"He set his agents to work to procure the land along the Ohio river from Guyandotte west a distance of some three or four miles and extending back over the hills skirting the valley to the south. In 1871 engineers under the direction of Mr. Rufus Cook were set to work to lay out the future city with broad avenues extending east and west and streets of ample width crossing these at right angles.

"The city is one of the most handsomely laid out of any along the river. In 1873 the completion of the Chesapeake and Ohio railroad to this point and the location of the C. & O. repair shops and the Ensign car works, marked the beginning of the importance of the new city.

High School, Huntington



"In 1878 the work of extending the road to Cincinnati was commenced, but not till 1887 was this enterprise completed.

"The people who built the city believed in education as an essential element and factor in an enterprise of this character. Early in the autumn to 1872 the first school building, a house of four rooms, was erected on the corner of Fourth avenue and Seventh street, known as the "Buffington School," being named after an old and influential family in the early settlement of the valley. In 1882 this was enlarged to eight rooms and continued in use until November, 1898, when the new building at the corner of Fifth avenue and Sixth street was completed and occupied.

"The old building was given to the city by the Board of Education for hospital purposes.

"In 1875 a building of two rooms was erected on the corner of Third avenue and Twenty-second street for the accommodation of the rapidly increasing population around the car works. In 1885 this building was increased to four rooms, and in 1904, this structure gave place to a handsome, commodious building of eight rooms.

"In 1888, at an outlay of some $35,000, a fine modern styled school building of ten rooms, office and basement, was erected on the corner of Fifth avenue and Thirteenth street. The building was named the "Oley School" in honor of Gen. John N. Oley, one of the most potent factors in all the progress of the schools and the city from its inception to the time of his death, in March, 1888. In 1900 this building was enlarged to twelve rooms.

"In 1891 to provide for the rapid growth of the city and increase of school population, a building of eight rooms was erected on the corner of Sixth avenue and Twentieth street, and named the "Holderby School" in honor of one of the pioneer families of the city. In 1899 this building was enlarged to fourteen rooms.

"In 1893 a substantial stone and brick building of six rooms was erected on the corner of Eighth avenue and Sixteenth street, known as the "Douglas School." This building is for the use of colored pupils.

"In 1890 a small building of two rooms was erected near the Chesapeake and Ohio shops. This building, known as the Cottage Grove School, was in the summer of 1906, increased to four rooms.

"In 1898 a large and handsome building was completed on the corner of Fifth avenue and Sixth street known as the "Buffington School." This takes the place of the first school building erected in the city in 1872 on the corner of Fourth avenue and Seventh street. These two buildings may be regarded as typical, and taken as milestones marking the growth of the city. The building has twelve school rooms, large and well lighted, and two smaller class rooms, besides a well lighted basement. This building is modern in its style of architecture, equipment and furnishing.

"The population of the city having so rapidly increased it was found necessary in 1903 to replace the building on the corner of Third avenue and Twenty-second street with a larger, more modern and better equipped building. A site was secured on the corner of Fourth avenue and Twenty-first street, and a modern stone and brick building of eight rooms was erected known as the "Ensign School," named after Major Ely Ensign,

one of the pioneer manufacturers of the city, for many years at the head of the car works. There is a well lighted basement under the entire building.

CENTRAL HIGH SCHOOL.

"To supply the demands for the rapidly growing High School which had been accommodated in the Oley building, it was found necessary to erect a building which should be constructed to meet the needs of the modern High School. Accordingly a site was procured on Fifth avenue adjoining the Oley School, and a modern High School building was erected in 1904. The building is in Moorish style of architecture and is a very handsome, a very convenient and well equipped building. The foundation is of rough ashler, pitched faced brick, dark red color, with free stone water table. The superstructure is of pressed brick buff color with a darker shade for trimmings, making a very pleasing color scheme added to form in architecture. The rooms are of ample size, ceilings high with abundance of light. The corridors are of good width but with no waste room in them. The building is warmed and ventilated by the double fan system, the air being delivered into the rooms by one fan and exhausted by another, the fans being operated by a gas engine; the proper temperature being insured by a large furnace capacity.

"The sanitary closets in the basement are of the latest and best type of automatic, self-flushing closets.

"Besides accommodations in the well-lighted basement for the warming and ventilating apparatus and sanitary closets, there will be room for physical exercise in disagreeable weather, and ample provision for an industrial, or manual training department, besides a cafe for the use of those obliged to bring their dinners.

"On the first floor there are six large, well-lighted school rooms, with cloak closets independently warmed and ventilated, and provided with water and stationary wash basins; and two smaller rooms to be used as needed in the administration of the building, for office, library, or cabinet.

"On the second floor there is an auditorium and study hall 76x48 feet, well lighted, accommodating with desks 330 pupils, or seating capacity for an audience of 800 people. Adjacent to this room, on the same floor, are six recitation rooms.

"On the third floor are six rooms, besides a large room for gymnasium. Here are ample accommodations for a well-equipped scientific department. Besides a lecture room, seated in amphitheatre form, with ample overhead light, for experimental lessons, there is a large well-lighted room for a Chemical Laboratory, rooms for physics, botany, and zoology and physiology.

"The building complete, with warming and ventilating apparatus, cost a little over $40,000, which, considering its capacity, more than twenty rooms, and the material, pressed brick, may be regarded as a marvel of cheapness.

PUBLIC LIBRARY.

"An important part of the educational system of the city is the Public

Library. The building is the gift of Andrew Carnegie. It is located on one of the important corners in the city. The building is 66x72 feet, two stories high, besides a ten-foot basement; with ample reading rooms, reference library, and stack room for forty thousand volumes on the first floor. On the second floor is a music hall or auditorium where concerts, lectures and other entertainments of an educational character can be held; while the basement will afford accommodations for carrying out the "institutional" idea in connection with educational work. The building itself is a "classic in stone," being of cut stone and in Grecian style of architecture, and "he who runs may read."

"The library is a part of the educational system of the city under the control and management of the board of education, and is administered by a committee appointed by the board, of which the Superintendent of schools is chairman. While not neglecting any department of literature it is the policy of the administration of the library to make it strong in the line of juvenile literature, and helpful to the young in their work in school, and in forming a taste for good literature."

To the above history it remains for me to add the events since 1904.

The rapid growth of the eastern and southern portions of our city during the past two years has brought with it a like increase in our school population and enrollment. To meet this exigency it was found necessary, during the summer of 1906 to build a two room addition to the Cottage Grove School and to break ground for additional buildings in the extreme southern and extreme eastern sections of the city. These two buildings—constructed after the same plan—are of brick and have two stories and basement, each story accommodating a school room 25x30, a cloak room and an ample hallway. These houses have been so constructed as to readily permit of enlargement at any time to four room, six room or eight room buildings. To the one in the Ceramic Addition on the corner of 11th avenue and 17th street has been given the name of the "Simms School" in honor of the late Henry C. Simms, Esq., who in the earlier history of Huntington was for some years a member of the School Board and for a term or two, president of the Board.

The one in the eastern section, at 4th avenue and 28th street, has been named the "Emmons School," in honor of the late Col. D. W. Emmons, who was during his lifetime prominently identified with the growth and progress of our city—the school being within the immediate neighborhood of the Emmons homestead on the bank of the Ohio at the mouth of Guyan.

ORGANIZATION AND COURSE OF STUDY.

The course of study extends over a period of twelve years, eight years in the lower grades, followed by four years in the High School.

While a liberal variety of subjects is provided in the course of study, the essential branches—reading, spelling, writing, arithmetic, geography and language are emphasized at every stage of the child's progress.

Reading, embracing correct pronunciation, distinct articulation, clear

apprehension and forcible expression of the thought; legibility, neatness, rapidity in *writing;* accuracy, neatness and rapidity in *arithmetic; geography* that begins at home and relates places, conditions and peculiarities in the minds of pupils as real vital things; *language* that comprehends the book and also the common, every day speech of the child—these are some of the important things that are made prominent in the daily work of our schools.

THE HIGH SCHOOL.

Our High School course was revised two years ago. The scope of the work in the sciences was enlarged and two years of German introduced. In brief, our present course, affording, as it does, opportunity for a thorough and complete four years training in English, Mathematics and Latin and two years in the sciences (with Laboratory work) and German, fully meets the present-day demands of a modern High School. While its trend is toward the college and while the school is an accredited one whose work is recognized and freely accepted by our State University and other institutions of like standing, still the object kept steadily in view is the giving of that education and training which best fits the citizen for the practical affairs of life.

In conclusion, the public school system of Huntington, is thoroughly organized, carefully supervised, popular in patronage, and gratifyingly efficient in results. The daily mental growth and development of over three thousand children is looked after in ten buildings—commodious, comfortable, and conspicuously modern as to hygienic arrangement and sanitation. The rapid growth of Huntington during the past ten years is responsible for the fact that to-day there are no old, dilapidated, or unfit school houses in use in the city. The buildings formerly employed have given place to larger and better structures, several of which have taken rank as models of up-to-date school architecture. Notably, the new High School, from its exterior beauty of architecture and well-kept grounds, combined with utility of interior arrangement, has become the pride of the citizens.

The conduct of school affairs is in the hands of such well-known, progressive citizens as John A. Jones, President; Asa Barringer, W. W. Adams, Joseph R. Gallick, George E. Mobus, and C. O. Harrison. These, with J. K. Oney of the Huntington National Bank as Secretary, constitute the present Board of Education. The success of their administration is evidenced not only by the efficiency of the schools but by the fact that the school tax is but 33 cents on the $100 valuation.

Seventy-four teachers, including nine principals, and two music supervisors,—under the guidance and direction of the Superintendent,—constitute the potent factors of a well-graded system of primary and secondary instruction that takes "the lisping six-year old,"—and during the succeeding twelve years of his life, prepares him for the active duties of a business life, or for the further pursuit of knowledge in higher institutions of learning.

ROSTER OF SUPERINTENDENTS.

The following is a list of those who have had charge of the schools from 1872 to 1907.

1872 to 1874, Lyman Chase.
1874 to 1875, A. D. Chesterman.
1875 to 1876, John Gibson.
1876 to 1877, Rev. A. Bowers.
1877 to 1879, Rev. James Madison.
1879 to 1882, John Wizal.
1882 to 1884, C. T. H. Kellogg.
1884 to 1886, A. D. Selby.
1886 to 1887, J. J. Allison.
1887 to 1896, James M. Lee.
1896 to 1898, W. D. Sterling.
1898 to 1905, W. H. Cole.
1905 to ——, Wilson M. Foulk.

History of Education in Keyser.

BY JOS. W. STAYMAN, SUPERINTENDENT.

The history of education in Keyser may be said to begin at the close of the Civil War. At that time, Keyser, which was known as New Creek, had a population of about forty, and was no more than a way station along the line of the Baltimore and Ohio railroad.

During the war, New Creek was a considerable base for military operations, and many Union soldiers were encamped here, the basic point being Fort Hill, the present site of the Keyser Preparatory Branch of the West Virginia University. The purpose was to hold control of the South Branch, Patterson Creek and New Creek valleys, which extend through Grant, Hardy and Mineral counties. At the close of the war, many buildings owned by the government and occupied by soldiers were sold at public auction, among these being an old government hospital, which was purchased by Col. T. B. Davis. This building stood near where the Western Maryland railroad bridge crosses the Potomac. Upon the formation of the county in 1866, and the establishing of the county seat at New Creek, it was used as a court house and likewise for school purposes. Public worship was also held therein.

The first school had but one teacher and about twenty or twenty-five pupils; the teacher received a salary of $30.00 per month. From the first, New Creek gave promise of growth. It was not long till a rather commodious court house was built, this being the same as the present court house with the exception of the new front, which was subsequently added. The basement of this building was then used for school purposes. Here, Thomas P. Adams, the first county superintendent for Mineral county, taught, who perhaps enjoys the distinction of having taught the largest school in the state. During one year he was the only teacher, receiving $50.00 per month for teaching 177 pupils of all grades.

In 1873 the Baltimore and Ohio Railroad Company decided to locate a division terminal at New Creek. This action was brought about largely through the efforts of William Keyser, who was then Vice President of that company. In appreciation of the interest he manifested in the welfare of the community, its citizens voted to change the name from New Creek to Keyser. Many railroad employees immediately moved here, and the increasing school population made it apparent that quarters other than the basement of the court house were needed for school purposes. Accordingly, the Board of Education for New Creek District erected the first school building within the present limits of Keyser. This is known as the old Ritzell building, and is now used as a blacksmith and wagonmaker shop. It is two stories high, and formerly consisted of two large school room, with three smaller rooms, two up stairs and one down, which were used exclusively for recitation purposes. It thus permitted of five teachers.

A decade later, the population had increased to such an extent that it became necessary to erect a more substantial and commodious building. In 1884 bonds were issued, and a building was erected at a cost of $12,000. At the time, this building was considered the most modern and best constructed in the state, with the exception of one in Parkersburg. It originally consisted of nine rooms, one being an audience room. Later it became necessary, for the accommodation of pupils, to cut this audience room into three school rooms, increasing the number to ten, in which condition it is still used.

Within another decade, the Baltimore and Ohio Railroad Company located repair shops at Keyser, and the population steadily increased. Three years ago, the number of pupils became so great, that the overflow had to be accommodated in a rented store room in the center of the town. Public sentiment was soon moved to the necessity of erecting another building. In 1904 bonds were issued to the amount of $20,000, and what is known as the High School building was erected on the lot adjoining the site of the old building. This is one of the most modernly designed buildings in the state, and is not excelled in quality of workmanship. It is three stories in height; consists of eight well arranged school rooms on the first and second floors, and an auditorium on the third floor with a seating capacity of 500, thus affording an ideal assembly room for school exercises and entertainments under the auspices of the school.

This, in brief, is the history of the school as to buildings. No less progressive has been the development as to curriculum and qualifications of teachers. In 1877 the Independent District of Keyser was created by legislative enactment, for the purpose of increasing the length of term and affording higher salaries, thereby securing the best available teachers. As the attendance warranted, more teachers were employed. The schools were graded along the lines laid down in the state manual. Gradually higher branches of study were added to the course, and the High School department was thus evolved. The course of study now embraces a period of thirteen years, nine of which are in the grades and four in the High School.

COURSE OF STUDY IN THE HIGH SCHOOL.

The High School course is not as elastic as might be desired on account of a comparatively low enrollment. But one elective branch of study is in the course, namely, German, which is open to third and fourth year students. For the past four years there has been a gradual increase in the number of High School students, and it is hoped that in a short time at least two courses of study will be open to those who enter this department.

ENROLLMENT.

The enrollment in the High School is 51, which, with 759 pupils in the grades, makes the entire enrollment 810.

TEACHERS.

No more progressive corps of teachers will be found in the state than that of the Keyser School. Each teacher has at heart the general welfare of the schools. A teachers' meeting is held regularly on Wednesday night throughout the school year, at which some course of study is pursued, and a portion of the time given to the discussion of important school problems, more especially those which pertain to local conditions.

FORMER PRINCIPALS.

The following are the gentlemen who have served in the capacity of Principal or Superintendent of the schools, with term of service, as nearly as can be ascertained:

J. E. Trussell,	1877 - 1878	W. C. Campbell,	1894 - 1897
F. P. Heskett,	1878 - 1880	R. M. Collins,	1897 - 1902
D. W. Shields,	1880 - 1890	Jos. W. Stayman,	1902 - ——
Geo. E. Martin,	1890 - 1894		

APPARATUS.

While the schools are not equipped so well with apparatus as is desired, still this problem is being solved very nicely. The Board of Education appropriated $100.00 this year for this purpose, and it is hoped a like appropriation will be made each year. The amount this year was expended for physical apparatus and supplementary reading material for the lower grades.

LIBRARY.

Each year, under the present administration, an effort has been made towards raising money for library purposes. Funds have been obtained through entertainments and contributions by teachers and pupils. As a result of these efforts, $326.15 has been collected within the past four years, practically all of which has been placed in books. The library contains over 350 well selected books, aside from a modern encyclopaedia of sixteen volumes, and other works of reference. In addition the school has a teachers' working library which is made up chiefly of books which have been sent to the superintendent with the compliments of various

publishers. These are largely specimen copies of school texts, but good use is being made of them by the teachers in supplementary work.

LITERARY SOCIETY.

Two years ago a literary society was organized. The membership, which is entirely voluntary, is open to students of the High School and 9th grade. So great has been the interest in this work, that not since the organization of the society has there been a night when a meeting failed to be had for lack of a sufficient number, and very rarely does it occur that any who are on the program fail to respond. The society, which meets regularly each Friday night, has a membership of about fifty.

DISCIPLINE.

A history of these schools is not complete which does not mention the character of discipline. Pupils, as far as possible, are placed upon their honor, and very rarely is this trust betrayed. The principle of moral suasion is used throughout. While corporal punishment is permitted, it is used only as a last resort, and is usually administered privately by the superintendent. The problem of tardiness has been almost eliminated. Out of an enrollment of over 800, the cases of tardiness do not average more than ten per month. Cheerful and prompt obedience is given upon the part of practically all pupils to the requirements of their teacher.

BOARD OF EDUCATION.

Keyser enjoys an unusually strong sentiment in favor of her public schools. This means that her citizens cast about for the best material for members of the Board of Education. Throughout the history of the schools, representative men have been elected to fill this important trust. Among those who have served in this capacity are the following gentlemen who are of more than local repute: Judge F. M. Reynolds, Jas. A. Sharpless; Dr. C. S. Hoffman, Wm. C. Clayton, J. H. Markwood, Hon. T. R. Carskadon, and Wm. MacDonald. The Board at present is composed of A. W. Coffroth, president, Geo. P. Warner and H. S. Thompson. These gentlemen are prominent in the community, and are most solicitious for the welfare of the public schools.

COLORED SCHOOL.

Though the colored population of Keyser is small, still the children of this people are not neglected when it comes to looking after their educational needs. The enrollment in the colored school is 47. They are nicely housed in a one-story brick building, well located in the town, and surrounded by a large lot which affords ample play ground. Mr. J. J. Joiner, the only teacher, has charge of this work.

SECOND WARD, MARTINSBURG

SCHOOL FOR DEAF AND BLIND, ROMNEY

The Kingwood Schools.

BY PRINCIPAL H. E. FLESHER.

Kingwood has had, in a history running back almost one hundred years, three wholly different kinds of schools. First came the Pioneer Schools; later, the Preston Academy; and still more recently, the Public School. Any considerable account of education in Kingwood relates to the first and the second of these, as well as to the last.

PIONEER SCHOOLS.

At the close of the Revolution the site of Kingwood was camping ground for white hunters. In 1790 settlement was first made here, and in 1810 Kingwood was a straggling village of a dozen families. Earlier than the latter date some provision was made for the public instruction of the youth of the settlement. Of the school masters of that early day a Mr. Murphy is the best remembered.

In 1818 Kingwood was made the county-seat of the newly organized county of Preston. About this time, what was then known as the Jordan school house was built a short distance from town. This was a typical pioneer school house. It was laid up of round logs, with the chinks filled with mud mortar. A huge stone chimney extended the full width of the building. The floor was of slabs, fastened to the heavy sleepers with wooden pins. The roof was of clap-boards held on with weight-poles The door swung on wooden hinges and was kept closed with a wooden latch, which was lifted with a string of raw deer hide. The pupils sat on backless seats, which were made of slabs with rough wooden legs fitted into them. Daylight entered the room through greased paper. Here school was kept for two or three months in the winter time, and was attended by those whose parents or guardians were able to pay the tuition charges. Among those who taught in this school were Rev. John Francesco, James H. Carroll, Smith Crane, and William Nicholson. Most of these men were college bred; all were good men and capable teachers, and later distinguished themselves in other callings and professions.

In the 30's sometime, the Jordan school was discontinued, and the Kingwood youth attended school in town. No school house was built here, but rooms were rented for the purpose in different parts of the town. Rev. William Carroll taught a school in the Locke house, where the father of Petroleum V. Nasby is said to have lived at one time. Rev. Henry Clay Dean, a noted preacher and teacher of his day, taught in what is now the Jenkins hotel. Maj. William Conley taught in still another part of the town. A little later a small brick school house was built, which, however, was not long used for school purposes. It has long since been torn down.

From the earliest times down to 1830, schools in Kingwood were supported entirely by subscription. The same system may be said to have continued until 1845; for, although the Literary Fund for the aid of the very poor was being distributed by the State of Virginia, the amounts that fell to the share of Preston county were too inconsiderable to be reckoned.

PRESTON ACADEMY.

Kingwood had in 1840, what it had had from the first settlement and what it has had to this day—a population which, if small, was remarkably well-to-do, intelligent, and progressive. At the head of the affairs of the town at that time stood a group of remarkable men—wealthy, able, ambitious. These men desired for their sons and daughters, and for the sons and daughters of their neighbors, higher educational advantages than the schools of the town then were offering. Accordingly, in 1841 Hon. William G. Brown, at that time representing Preston county in the General Assembly of Virginia, introduced and had passed through that body an act creating the Preston Academy. Elisha M. Hagans, Israel Baldwin, Thomas Brown, Soloman P. Herndon, William Sigler, John P. Bryne, John Magee, John R. Stone, William Elliott, Buckner Fairfax, William Brown and William B. Zinn were by the act made trustees of the institution, and were empowered, they and their successors, to hold property to the value of thirty thousand dollars, with the proceeds of which they were to pay the tuition charges of such pupils of the school as were not able otherwise to have it paid for them.

Hon. James C. McGrew was awarded the contract for erecting the academy building, which was done by 1844. Here school was opened the next year. The term was ten months, one session beginning in September and the other in February. Those able to pay were charged tuition; all others had it paid for them at the rate of one cent per day.

Some of the principals and teachers of the academy were: Christopher Nicholson, of Belfast University, Ireland; Rev. John G. Howell, of Princeton University; Samuel Duncan, Louis B. Williams and James A. Brown, of Washington College, Pa.; R. G. Gilson and R. C. Crooks, of Dickinson College, Pa.; James P. Smith, of Western Reserve College, Ohio; William B. Tooten, of Horace Mann's school at Antioch, Ohio; Felix Elliott, J. Holmas Gans, Mrs. Tassey, Mrs. Clark, Lizzie Little, Priscilla Hill, and Benjamin Garvy. These were strong men and women. As teachers they were capable, scholarly, severe.

Preston Academy exerted a tremendous influence over the after lives of its student body. Of those that remained in Kingwood, many helped to bring prosperity to the town, and added greatly to the general intelligence and cultivation for which Kingwood is so well known. Of those that went out from here to seek their fortunes, many found success, and some renown. Hon. J. P. Dolliver is a U. S. Senator from Iowa. Hon. Charles E. Brown was post master of Cincinnati, Ohio, during the last Cleveland administration. Hon. Edward C. Bunker and Hon. Marcellus B. Hagans became noted jurists, the former in West Virginia, and the latter in Ohio. Hon. Edward A. Bennett was once auditor of West Virginia. Commander R. M. G. Brown, who recently died in Washington, D. C., achieved fame as a leader in our difficulties in Samoa some years ago. Dr. Geo. H. McGrew, son of Kingwood's most venerable and distinguished citizen, graduated from Harvard with honors, practiced law successfully for a while, went out to India as a missionary for ten years, and until recently was rector of one of the largest Episcopal churches in

the United States. To this list could be added, if space permitted, the names of a dozen others equally noted.

PUBLIC SCHOOLS.

Since the organization of West Virginia as a state, and the subsequent adoption of the free school system, Kingwood has had of course a public school. The old academy, however, was used for a public school building until 1874, when four rooms of the present public school building were erected. Only two of these rooms were needed at first, but by 1904 it was necessary to add two new rooms to the old building. In 1905 still another addition was built, making the number of rooms in the building ten, not counting a small library room.

Six teachers have in charge the grade work of the school. Two teachers including the principal teach the high school work, which covers a period of three years. Plans are being formed to add, next year, another year to the high school course, thus bringing the standard of the school up to the entrance requirement of the West Virginia University.

At present the term is eight months. The sentiment among the people of the town, especially among the heaviest taxpayers, favors a nine months term.

The school has a well selected library of more than five hundred volumes. To these, because of the generosity of the people of Kingwood, books are being added yearly to the value of one hundred dollars. Recently a Columbia-Crowell physical cabinet was added to the equipment of the school.

The following, in order, are the names of the former principals of the school: John Taylor, Geo. N. Glover, Joseph H. Hawthorne, U. S. Fleming, I. C. Ralphsnyder, A. W. Frederick, W. M. Shahan, A. J. Hare, Millard Pell, I. G. Lazzell, A. J. Cox, E. D. Stewart, C. C. Showalter, G. A. Crichet, Rufus Holden, Mrs. Rufus Holden, and L. C. Snyder. Many of these were great leaders and teachers and are held in grateful memory here. Many of them have taken up other lines, and are now successful lawyers, physicians, and business men. Prof. A. J. Hare is at the head of the Preparatory School at the West Virginia University. Prof. U. S. Fleming is principal of the Fairmont Normal School. Prof. Rufus Holden, who, with his wife, was connected with the school for twelve years, and who died here recently, is remembered with particular affection.

Kingwood in every way is an ideal school town. It is beautifully and healthfully located. It has no distractions. The people are kind. Kingwood should have, and that right soon, one of the best little schools in the State.

Sketch of Lewisburg and its Educational Institutions.

BY W. E. SCOTT.

One of the oldest towns in West Virginia is Lewisburg. Its beginning

was the erection of the old Fort Union in 1774. When the savage no more visited the beautiful Savannah on which the old fort stood, its walls were permitted to crumble and the old pioneers went forth not with rifle, but with ax to reclaim from the wilderness what their valor had won. How well they have succeeded let posterity answer.

Of the early history of Lewisburg, we know but little. It was made a town by legislative enactment in 1782. C. T. Valney a celebrated French traveler visited the place in 1795. It was then a considerable village of several buildings, one of which still stands and is pointed out to the traveler as a place in which was once heard the matchless eloquence of Patrick Henry. Another object of interest to the traveler is the Old Stone Church erected in 1796. It is of Gothic architecture and is built of irregular blocks of blue limestone quarried from the native hills.

Of the men whose lives have helped make Lewisburg a seat of culture, refinement, and learning, space permits mention of but one—The Reverend John McElhenny. He came to Lewisburg as a minister in 1808, and for sixty three years was active as pastor of the Old Stone Church. His religious and educational efforts have caused us to linger round his name while other names have faded from our recollection.

The same year in which Dr. McElhenny arrived in Lewisburg, he opened a classical school which he later developed into the Lewisburg Academy. This school was incorporated in 1812 by the General Assembly, and for forty-eight years Dr. McElhenny was intimately connected with its work. Many of the great men of the State owe their success to the old Lewisburg Academy.

In 1858, the Lewisburg Female Institute was incorporated and for fifty years it has been engaged in training young ladies for life's work. It has become a famous school and is widely known as one of the leading institutions for the education of young women. A notable event in the history of the institution occurred in 1892, when the stockholders transferred the property to the Presbyterian church. There was then donated $11,000 to the school by its friends and an era of material progress began. On December 16, 1901, the buildings of the school were totally destroyed by fire. But the people rose to the emergency, $60,000 was raised, new buildings were erected, and the institution continues its successful career.

In 1896 under the direction of Major Jas. M. Lee, the Lee Military Academy was established at Lewisburg. After a few years of successful achievement it became the property of the Presbyterian Church, since which time it has had a changing history. In 1904 the old building was destroyed by fire, but the site was not long vacant. A new, and beautiful brick structure now marks the spot. The school is entering upon a new period of prosperity and is fast becoming one of the leading preparatory schools in the State.

History of the Mannington Schools.

BY H. H. ROSE.

Shortly after the adoption of the Free School System in West Virginia, education received earnest attention in Mannington, and no place and no people since that time have been characterized by a greater interest in the same. Mannington needs no introduction. She is located on the Baltimore and Ohio Railroad fifty-eight miles south of Wheeling, in one of the most beautiful valleys in the State.

Mannington, in the first place, boasts of having a school building and school interest second to none in the State. Early in the summer of 1865 a school board was appointed consisting of Alpheus Prichard, William Hawker, and James C. Hamilton, who at once set about to lay a levy sufficient to run the school four months in the year. There was no little interest here manifested, and it needs be mentioned that these men with their untiring energies did much to lay the foundation of a school spirit that has continued to increase to the present time.

Mannington, at the beginning of the school era, was a straggling village of only a few hundred inhabitants, and having no means to erect a school house, the first school was held in the old M. E. Church, now occupied by Pitzer & Hammel, general merchants, on Clarksburg street, near the iron bridge which spans Buffalo creek. The church was converted into two rooms and occupied by about one hundred pupils. The records of the first school having been lost by floods and fire, we rely upon the memory of its first teacher, Mr. B. F. Charlton.

Mr. Charlton, who has since held several offices of public trust and honor, was its first principal, assisted by Miss Mary A. Smith, of Fairview. The schools were continued in this manner for two years, when it was found that a term of four months was only a waste of time and money. The school board then set to work and procured sufficient assistance from the Peabody Fund to extend the term to six months. They were favored by such assistance for two years, when they were compelled to reduce the term to four months again. The population of the town so increased that two teachers were not sufficient to teach the youth and more aid was secured. The board was obliged to rent rooms until 1869, when the first school house that Mannington ever had was erected on the corner of School and Clarksburg streets. Mr. Charlton resigned to fill a position in the State Legislature. He was succeeded by Mr. Kendall of Shinnston, who taught one year.

In 1870 again the Board of Education was successful in procuring sufficient aid from the Peabody Fund to lengthen the term. From this time the citizens of Mannington have been enjoying from six to eight months school, not through the aid of the Peabody Fund alone, but by a vote of the citizens of the town, for the additional months not granted by the voters of Mannington District.

Mr. Charlton, on his return from the Legislature, was elected principal of the new four-room building, and after two years the building was found to be much too small and two rooms were added in 1874.

Mr. Charlton and his five assistants and two hundred pupils clinched the public school sentiment in the minds of the citizens as a positive good. In 1872 Mr. Charlton was succeeded by Professor Wheeler, of Pruntytown, who taught until 1876, when he was followed by B. F. Martin, John A. Bock, of Farmington, Jacob W. May, W. S. Meredith, J. V. Carpenter and W. M. Haggerty, of Mannington. These gentlemen lost no time in demonstrating to the citizens of the town that they were poorly paid for the work they did. They labored diligently in cultivating the friends of the school in a nobler opinion of its excellence. The excellence of their work was attested by the number of teachers that went out from the public school to teach during their tuition here.

From a period of fifteen years the population increased sufficiently to warrant the addition of only two rooms. The spirit of education in the meantime did not lag; good work by able instructors was being done. It might be truthfully said that the spirit which prompted the building of the present magnificent structure was firmly taking root in the minds of the business men of Mannington, and I would be a partial historian if I did not here mention the late James H. Furbee and A. F. Conaway, who labored zealously to promote the good work.

In 1893 John H. Brock was elected principal. The enrollment then was about three hundred and twenty pupils. About this time oil was found in the immediate vicinity; this attracted quite a number of people from other states. The population soon increased to such an extent that it was found necessary to "tear down and build greater." A more commodious building was erected.

In 1893 G. V. Millan was elected President of the Board of Education and B. F. Charlton, Secretary, and when the question was raised concerning the building of a new school house, Mr. J. T. Koen, the late Jas. H. Furbee and John Blackshere were appointed members of the building committee. These men deserve special mention for their untiring labor spent in the interest of education. It was not a pleasant task for them. Much opposition arose, but they met it all with a courage that deserves commendation. Ofttimes when the building funds were limited, these great-hearted men went down into their own pockets to meet their neighbors' obligations, as well as their own. In 1894 the structure was begun. The old frame building gave way to a splendid brick structure of twelve rooms. Mr. W. H. Daniels was elected the first principal of the new brick building in 1894. He taught three years.

With the election of Mr. Charles E. Jolliffe to the presidency of the Board of Education of Mannington District, a new era dawned upon the schools of the city and district. Mr. Jolliffe is now completing his second term, and during these eight years has been the dominating spirit in the school affairs of the district. So devoted to the work, and so successful has he been that his administration has become a standing illustration at all educational meetings of this State as the one member of a Board of Education who fully realized and rose to his opportunity. He has devoted himself to the schools under his jurisdiction almost as attentitively as if he had been a paid superintendent.

One of Mr. Jolliffe's first official acts was to call to his assistance Perry

C. McBee, a graduate of the West Virginia University, at that time principal of the Terra Alta schools, who assumed the position of superintendent of the city schools of Mannington in 1899. Mr. McBee also became secretary of the Board of Education, since which time it has been difficult to say which is first in school affairs of the city and district, the president or the secretary. Upon Superintendent McBee, of course, fell the burden of the details of organization. His first efforts were devoted to the remodeling of the city schools. Prior to that time the Mannington school had been merely an overgrown village graded school; what was called the High School was merely a kind of fringe to the regular common school curriculum, embracing an indefinite number of branches not required to be taught in common schools. Superintendent McBee immediately established a standard High School, the course at first being only two years.

With the burning of the school building in 1902, the Board of Education was comforted with both a necessity and an opportunity. Their manner of meeting the emergency is shown by our present magnificent one hundred thousand dollar school building, without which the high efficiency of our schools would be impossible. This building is, like Zion, "Beautiful for situation," occupying as it does almost all of the best block in the best residential section of the city. The campus is perfectly level, well kept, and adorned with flower beds, shade and ornamental trees, so that it has almost a park like appearance. Our pride in this building is gratified by the compliment of having an engraving of it on the teachers' certificate issued by the Department of Free Schools.

There is now in connection with the High School, an extensive library, which is in charge of a paid librarian, who gives her entire time to the work. This is not simply a school library, but is managed as a library for the city as well.

For several years the school authorities have been conducting a lecture course, which is equal to any in the state. This has come to be thoroughly appreciated by the public, and all numbers are largely attended. The recent addition to the faculty of a teacher of music is the latest step forward by the school. This teacher gives her entire time to the school and has already made the music department one of the most successful in the school. Under this department has been organized a High School Orchestra and Glee Club, who furnish music at all the evening entertainments given by the school. Another late departure is the activity in athletics. The High School has a well equipped gymnasium and is a charter member of the Monongahela Valley League of Secondary Schools, which is a league managed by the teachers of the several schools.

It is impossible to speak of our High School without saying more of the District schools, for it is rather a District High School, than one of the city exclusively. It occupies the same relation to the district schools that out University does to the secondary school of the State, being intended to be the capstone of the school system of the district.

The present Board of Education has emphasized as strict supervision over the district schools as over those in the city. They are compelled to give precisely the same work as given in the grades in the city

schools, so that a graduate of a district school passes directly into the High School.

The Board of Education has successfully carried on a system of District supervision, this work at first being done by Superintendent McBee as secretary of the Board of Education. For the last two years however, Mr. John F. Hughes has been employed to give his entire time to this field. This year he has been made district truant officer as well, and by means of this close supervision almost perfect uniformity has been secured in the district schools.

The present Board of Education has instituted and successfully conducted the first consolidated school in the State.

We also take pride in the fact that there is now a school library in every district school, save two only, making forty three libraries in all in this district.

Altogether the schools of the city and district have been brought to a state of efficiency, which could have been thought possible only by the two master spirits who wrought together for its accomplishment. The public school, with its various activities, has come to be the center of interest for all that is best in the community; and each resident takes a personal interest and pride in its work and success.

Marlinton Public Schools.

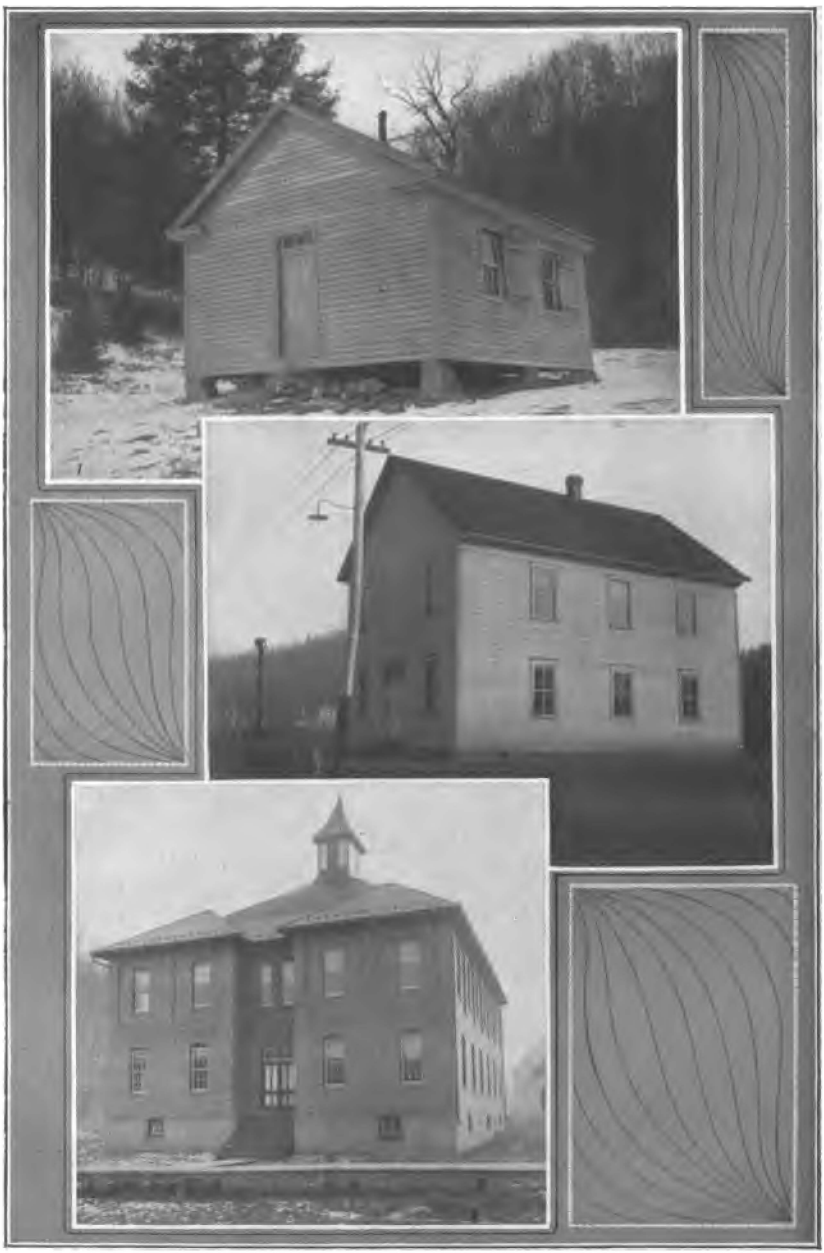
BY ANDREW PRICE.

Marlinton has just completed two school buildings. The principal building is situated in the heart of the town and is a two-story brick structure containing six class rooms and a large chapel or hall. It has the modern appliances in the way of water and heat. The other building is situated a mile north of the main building and is a two-room frame building.

A very successful school is in progress, with the following teachers: L. W. Burns, principal; Mrs. W. G. Johnston, Miss Sallie W. Wilson, Miss Anna M. Wallace, Miss Lucile Quirk and Miss Mabel Jackett.

The town of Marlinton contains a population of about twenty-five hundred and has been mainly built in the last five years. As a town it dates from 1891, when the Courthouse was moved from Huntersville to Marlinton. Prior to that time a Postoffice was maintained, but it was a farming community.

The first school house built at this point was in the year 1881. This school house was built after the plans so dear to the hearts of most Boards of Education — a four square wooden building on pillars with a loose floor and tight ceiling. Much air could come in and little could get out. If possible these school houses of the chicken-coop style of architecture were placed in the most exposed and windy situations; though generally the members of the Board of Education would see that their barns were in sheltered places and made warm and healthful for



THE EVOLUTION OF A SCHOOL BUILDING AT MARLINTON, POCAHONTAS COUNTY

the stock. Anything seemed to be good enough for their children. We think, however, that School Boards are beginning to realize that our children are the most precious of our belongings, and we are now coming to the point when our school rooms will equal in comfort and healthfulness, our homes.

In the old school house some of the best teachers of the county have taught. Among them are Rev. William T. Price, D. D.; Hon. George W. McClintic, Uriah Bird, M. G. Mathews, George Baxter and Miss Emma Warwick.

When the new town sprang up, much trouble was experienced in getting proper support for adequate school facilities. Edray District, in which the town is situated, is more than three times as large as Brooke County and has at this time taxable property amounting to four million dollars, a fourth of which is in the town. The board did not encourage good schools at the county seat. In 1905 the Legislature passed a bill making the town an independent district, which was unanimously opposed and voted down by the four country precincts. It was lost by a majority of 43 votes.

A change occurred in the School Board at the beginning of the year 1906, the president of the board moving to another district. The County Superintendent, J. B. Grimes, appointed Andrew Price, a lawyer living in Marlinton, to the place. Captain A. E. Smith, a wealthy lumberman of Marlinton, was already on the board, and the district had for the first time a board inclined to give the town its dues. This board, during last year, expended fourteen thousand dollars in improvements in Marlinton, having levied in Edray District for all purposes 50 cents on the $100.00, all other taxes being 18½ cents only. Their action was approved by the State Tax Commissioner on investigation as well as by the people of the district at large.

The school term has been extended to eight months. The present school is very successful and gives the greatest satisfaction to the people of the district. From this time on it is to be believed that Marlinton will be proud of her schools.

In the good work, County Superintendent Grimes has been active and helpful, and we are glad to state that he has been re-elected, leading the head of his ticket by the substantial vote of 147.

Martinsburg Public Schools.

BY W. A. PITZER, SECRETARY BOARD OF EDUCATION.

The public schools of Martinsburg were organized in 1865, but were not in full operation as such until 1866, when a part of the "Kruzen property," located near the center of the city, was purchased at a cost of $7,500, and opened as a graded school. Dr. Irwin, Mr. W. C. Matthews and Mr. George R. Wysong were the first commissioners. About 500 pupils, taught by a corps of eight teachers, were accommodated in the building. The primary department, four grades, occupied the second

story, which contained one large room and two smaller recitation rooms. The grammar department, consisting of three rooms, occupied the lower story. As the population increased, new houses were erected for the accommodation of the pupils. We have at present six school buildings, as follows: One in the Second Ward, erected at a cost of $6,900, to which annexes were added in 1900 and 1906 at a cost of $5,000; one in the Third Ward,, the "Kruzen property" above referred to; one in the Fourth Ward, at a cost of $5,200; one in the Fifth Ward, a handsome, modern, brick building, erected in 1897 at a cost of about $10,000; a neat brick building, Second Ward, for the colored school; and the High School, a two-story brick edifice erected in 1884 at a cost of $7,500, pleasantly located in South Queen street, and furnished with heating apparatus and other modern conveniences.

By an act of the Legislature passed in 1875, Martinsburg became an independent school district, since which time the schools have experienced a season of wonderful growth and prosperity. Thirty-one teachers in all are employed, twenty-nine white and two colored. The city educated, for the most part, its own teachers, giving in every instance the preference to graduates of the High School, thus securing that unity of system and harmony of action which are essential to the efficiency of any school.

The public schools of Martinsburg were never in a more prosperous condition. The teachers are zealous, industrious and competent; the school officers watchful, considerate and obliging, and the patrons courteous, helpful and intelligent.

The High School is an accredited school to the University of West Virginia, and to the University of Cincinnati, and its graduates have in recent years entered without examination Washington and Lee University, Woman's College of Baltimore, the University of Chicago, and Dickinson College. Under the able administration of Superintendent Brindle our schools have made marked and material progress along all lines. His policy is to retain and encourage merit and success, to urge the necessity of careful and continuous improvement and advancement in thought and practice, to stimulate the teachers in their efforts to do better work, and to utilize in a practical way modern methods of instruction. The people of Martinsburg, in fact, have every reason to feel proud of their most excellent school system, and to expect in the future a still greater degree of advancement and prosperity. No city in the State of West Virginia affords better educational facilities than does the city of Martinsburg.

A list of the superintendents of the Martinsburg public schools from July 1, 1875 to July 1, 1907:

David Speer ..... July 1, 1875 to July 1, 1876
A. Tegethoff ..... July 1, 1876 to July 1, 1880
William Gerhardt ..... July 1, 1880, to Sept. 10, 1886
W. G. Hay ..... Sept. 10, 1886, to Dec. 29, 1886
Jennie L. Ditto, principal High School.....Dec. 29, 1886 to March 14, 1886
J. A. Cox .....March 14, 1886, to July 1, 1894

A. B. Carmen ..... July 1, 1894, to July 1, 1897
C. H. Cole ..... July 1, 1897 to July 1, 1904
G. W. Brindle ..... July 1, 1904

BOARD OF EDUCATION, 1907.

A. T. Russler, President and Commissioner Fourth Ward.
C. A. Young, Commissioner First Ward.
R. K. Siebert, Commissioner Second Ward.
J. W. Snowden, Commissioner Third Ward.
J. H. Whetzel, Commissioner Fifth Ward.

BOARD OF EXAMINERS, 1906-7.

G. W. Brindle, President.
C. W. Miller and D. H. Dodd, Associates.

History of McMechen School.

BY J. T. KING, PRINCIPAL.

In 1890 B. B. McMechen laid out the first plot of the Town of McMechen, then a sparsely settled school district enrolling some eighty pupils. A two-room frame school building furnished ample accommodations for the school youth at that time.

The growth of the town was so rapid that the frame building became overcrowded and four rooms of what is now known as the old brick school building were erected. The school was transferred to this building in October, 1891. Three years later an addition of two rooms was added to this structure to relieve the crowded condition of the school.

Some years after the district was divided and a four-room building erected in the northern portion of the district or town.

Since this time the Board of Education provided for the growth of the school by renting rooms in different sections of the town.

The new building now occupied by the school was completed Sept-1, 1906. It is a handsome and commodious structure containing fifteen school rooms. The auditorium on the third floor has a seating capacity of six hundred and ninety.

The enumeration of school youth April 1, 1906, was seven hundred and ninety two, and the enrollment of the school for February, 1907, was six hundred and two.

A High School with a three-year course of instruction was established September 1, 1894. A class of seven girls completed the course and graduated in 1896. Since that time a class has graduated each year. The alumni of the school now number forty-nine. There are at this time thirty-four pupils enrolled in the High School.

The Morgantown Schools.

BY WILLIAM H. GALLUP, SUPERINTENDENT.

The history of education in Morgantown is somewhat unique. From the founding of the town in 1795 to the present time the chief interest of Morgantown's citizens has been centered in the cause of education. Few towns have been so rich in men and women of culture and refinement. A roster of her great names would be too long to publish in this brief paper.

Monongalia Academy was established on the 29th of November, 1814, and for fifty-three years did excellent work. Under the administration of Rev. J. R. Moore it experienced its greatest prosperity. Fourteen States were represented by the students upon its rolls and it was recognized as the very best of western academies.

Woodburn Seminary was opened in 1858 and from the first was very successful. The trustees of Woodburn were ever interested in advancing the cause of learning and in 1867 offered the State their entire plant and money amounting to $50,000, if the Agricultural College should be located on the site of Woodburn. The State accepted the offer and West Virginia University was established at Morgantown.

On the 22nd of December, 1838, the trustees of Monongalia Academy, which educated males only, petitioned the Legislature to grant a charter for an institution to be called Morgantown Female Academy. The petition was granted and the institution was later known as Whitehall Female Seminary, on account of the buildings being painted white. This institution was successfully conducted until sold in June, 1869

Morgantown Female Seminary was another educational institution that opened its doors to ambitious girls in 1856. For years it did excellent service, but after the State University admitted girls there seemed no longer a need for an exclusively woman's school.

Old Monongalia Academy was purchased from the trustees of the Agricultural College in 1868 for public school purposes for $13,000. This building continued to be occupied by the public schools until it was destroyed by fire in 1897.

The first principal, Mr. Adam Staggers, had two assistant teachers. Mr. Alexander L. Wade was the next principal and gave the schools his enthusiastic service. Mr. Henry L. Cox, the next principal, was given three assistants and under his efficient leadership the schools made excellent progress. After a few years Mr. Cox resigned and the administration of the schools passed into the hands of Mr. Benjamin S. Morgan, who proved a worthy successor to the able men who preceded him. Five teachers were now employed.

Professor Thos. E. Hodges was the next principal. He reorganized the school thoroughly, extended the course of study and had the honor of graduating the first class from the high school. Prof. Hodges had six assistants.

Mr. Nacy McGee Waters succeeded Prof. Hodges. Mr. Waters was an untiring worker, enterprising and scholarly.

Frank Snyder followed Mr. Waters and six teachers were employed as assistants. The school continued to prosper.

Harvey Brand, the next principal served for seven years as principal and for one year as superintendent. The number of teachers increased from year to year till twelve teachers were hired. Mr. Brand was active and earnest in his efforts to keep the Morgantown schools in the front ranks. The destruction of the school building and the consequent disadvantages of having the pupils scattered about town in unsuitable rooms made the duties of the superintendent very arduous for the last two years of his term. With the opening of the new building in September, 1899, William H. Gallup took charge of the schools. The high school course was increased to four years by the addition of new studies.

The presence of the preparatory school of the State University has made it difficult to build up the high school. However, some progress has been made. From considerably less than a dozen pupils the enrollment has grown to one hundred and sixteen. The senior class of 1907 numbers nine boys and nine girls. Four high school teachers devote their entire time to teaching. The teaching force of the school now (1907) numbers twenty-nine and by another year thirty-six should be employed.

The Central building with its furnishings cost about $65,000. It is admirably adapted to public school purposes. The Fourth Ward school building was completed in 1903 at a cost of $20,000. Two small buildings were erected in 1906 but the growth of the town has been so great that the school rooms are badly crowded.

From the installation of the public school to the present day Morgantown has been fortunate in its school boards. Men of the highest social and professional standing have given their untiring devotion to the interests of the schools. Conspicuous among these men were Col. A. Fairchild, who served on the board for twenty-eight years, and Mr. Thornton Pickenpaugh, whose term of office was nearly as long. Nothing else is so helpful to the cause of public school advancement as the earnest supervision of intelligent school boards.

New Cumberland.

BY SUPERINTENDENT C. W. FRETZ.

Up to his death in 1906, New Cumberland was the residence of Hon. John H. Atkinson, author of the first West Virginia public school law. Naturally he was a leader in the educational affairs at his own home. In 1871 the main school building was constructed. It is related that some taxpayers were so much opposed to progressive measures of this sort, that they sold their property and invested in the West. Losing all there, some at least, returned to work for their daily bread, on the very building, which they had so bitterly opposed.

In 1883 the North and South wings were added. H. C. Shepherd

was the first principal, with three assistants. In 1877 Will B. Swearingen, now of Pueblo, Colorado, was elected with five assistants. Present Senator Oliver S. Marshall came next. His successor was W. J. Huff, now deceased. R. H. Jackson, now a prominent attorney of Pittsburg succeeded him. Next in order were E. D. Haines and Van Bernard.

In 1889 W. H. Gallup, now Superintendent at Morgantown, took the reins and directed affairs with ability during the next ten years, 1889-1899. He was ably followed by W. M. Henderson, now head of the Moundsville schools. S. C. Durbin, a graduate of Ohio State University came next, but entered Harvard after one year of service. He is now at Culver Military Academy, Indiana. The present Superintendent, C. W. Fretz is closing his third year of service. For more tahn a decade the high school principal has been a graduate of a prominent college. Miss Faye Bennett, of Dennsion University holds that position now.

During the entire history of the Board of Education there have been but three secretaries, M. M. Cullen, George Lambert and C. S. Bradley. M. N. Price is president of the board, with Col. J. A. Smith and B. J. Dornan as commissioners. Eleven teachers are needed to supply the school, which is on the accredited list of the State University. The school possesses a well selected library of a thousand volumes.

For twelve years the custodian, A. R. Wright, has aimed to make the building wholesome and attractive on the interior and to beautify the surroundings. As a direct result of the liberal use of such old-fashioned means as soap, water, carbolic-acid, sulphur, and "elbow grease." New Cumberland has practically escaped the epidemics of contagious disease, that have ravaged some neighboring places. The writer can vouch for the statement that during the past three years at least, no case of contagion has been spread through the school.

History of the New Martinsville Schools.

BY P. Y. DEBOLT, SUPERINTENDENT.

The year 1879 will ever be held sacred by the people of New Martinsville, as it marked the beginning of the educational life of the community. A few years previous to this time, the Legislature authorized the establishment of a High School for Magnolia district, this county; said school to be for the use and benefit of all higher grade pupils throughout the district.

By reference to early records, we find, that prior to the year 1877, the boards of education were composed mostly of out-of-town members. This being true, the interests of education in the town were sadly neglected. The schools here, were put on the same basis as those in the country. The people of the town very naturally rose up in rebellion, and in 1877 the differences were settled by a contest of votes, which resulted in a victory for the townspeople. A board of education was elected who favored better school facilities for the rapidly growing little town. At

the above named election, the following men were chosen members of the Board of Education: William McG. Hall, President; Levi Tucker and Felix Abersole, Commissioners.

These men set about immediately to better the conditions of the schools in New Martinsville. They organized graded schools, drafted a course of study, with rules and regulations therefor; they increased the wages of the principal and a part of the teachers. The schools worked under these conditions until 1880.

The board's term of office having expired, another election was held in the fall of 1879, at which time the following men were chosen to represent the interests of education: William McG. Hall, President; Levi Tucker, Felix Abersole, P. Rothlesberger and J. B. Burch.

The new board began at once to lay plans for the establishment of a High School, and to prepare for the erection of a suitable building, as the one then in use was quite inadequate to the growing demands of the town. The first step taken, was to purchase a suitable location. After some weeks of deliberation, the present school site was purchased.

After the location for the building had been secured, the board saw that the school funds were somewhat limited, yet, with the increased levy authorized by the election of 1879, they saw their way clear to take further steps in the work. They laid the levy to the utmost limit of the building and High School funds, then by skillful management accumulated money in advance. In the spring of 1880, through the aid of the worthy State Superintendent, W. K. Pendleton, plans were adopted and the erection of a school building begun. Again, owing to shortage of funds, the work of construction was delayed, and the building was not completed until sometime during the summer of 1881. On this account the town was without a full term of school during the winter of 1880-1.

Prof. D. T. Williams, now principal of Madison school, Wheeling, was chosen the first principal of the new High School; but owing to the fact that the building was not completed, and that a call came from another place, he resigned the position here for the other work.

In the fall of 1881, Mr. A. F. Wilmoth, of Randolph County was chosen principal. He organized the school, and worked by the plan arranged by the first Board of Education. He was ably assisted in his work by a corps of five teachers. Being dissatisfied with the course of study as previously planned, Mr. Wilmoth began the construction of a course of study, having in mind the regular graduation of pupils. This work was completed at the end of the term, and instituted at the beginning of the next term. It provided for three years of work in the grammar school, and three in the High School. When the pupils had completed this course, they were awarded diplomas of graduation. It took some years to bring the school up to the standard desired. The first class graduated in 1893, and since that time, classes have been regularly graduated .

The town continued to grow very rapidly, and was fast becoming a thriving little city. The increase in population, also brought about an increase in the school population. So rapidly were the schools filling up,

that the building became inadequate to the demand, and plans were made for the erection of a new and more modern building. In the early spring of 1901, the old building was torn down, and the ground broken for the foundation of the present building. The corner-stone was laid on July 18, 1901, and the building completed in the early summer of 1902. This is a well planned and commodious school building and one of which the people are justly proud. On the first floor are eight class rooms and the principal's office; three stairways lead to the second floor, which contains eight class rooms, a library room and the physical laboratory; on the third floor is a neat little auditorium with a seating capacity of about seven hundred.

During the year 1905-06, the superintendent, Mr. B. G. Moore, set about to strengthen the High School course by adding another year thereto, thus bringing our schools up to the level with others of the state. The present incumbent has finished the work begun by Mr. Moore, and now a four-year course is in full operation. Owing to the change thus made in the course of study, no class will be graduated at the close of the present term. There are three young ladies and two young gentlemen in the class of 1908.

Since this is a district High School, many boys and girls from the country avail themselves of the opportunity of obtaining an education within its walls. The early prejudices have all been laid aside, and there is now no opposition to the High School.

The following persons, many of whom are prominent in our State, have served in the capacity of principal of the school: A. F. Wilmoth, S. Bruce Hall, S. W. Martin, F. Burley, E. E. Umstead, J. N. VanCamp, W. W. Cline, J. M. Skinner, D. W. Shields, B. H. Hall, W. J. Postlethwait, 1900-02; B. G. Moore, 1902-06; P. Y. DeBolt, 1906 ——.

The present Board of Education is composed of the following named gentlemen: E. B. Snodgrass, President; Jacob J. Rothlesberger, Joshua R. Thorn, Commissioners; and Leslie J. Williams, Secretary.

Piedmont Public Schools.

BY W. H. WAYT, SUPERINTENDENT.

The town of Piedmont was founded about the year 1850, springing up very quickly after the arrival of the Baltimore and Ohio railroad. There were, of course, no free schools in either Allegheny county, Maryland, or in Hampshire county, Virginia, in which Piedmont, lay. Mrs. Jessie Bickford started a private school in her own home in 1852, but it could not stand the competition of the larger school of Mr. Warren across the river, and was soon discontinued. There was no other school of any permanence until 1856, when Miss Annie Ambrose, of New Hamshire, opened a school in the home of her aunt, Mrs. Bickford, a house then standing on the corner, but now back of the Methodist Episcopal church. The superiority of her methods, and those of Dr. Connor, a

SHEPHERDSTOWN GRADED SCHOOL LIBRARY AND READING ROOM.

HIGH SCHOOL, KEYSER.

Mayall

graduate of Dickinson College, who started a school for higher studies in Westernport about 1858 or 1859, sounded the knell of the "old field" schoolmasters, who had so long held sway. As an instance of her superiority to the old regime it may be mentioned that Miss Ambrose brought the best and latest text-books to be had, and especially that she brought the first primary books ever introduced into the community. Mr. Nathaniel Ambrose folowed his sister in the school begun by her, and some persons so much appreciated the opportunity then offered as to take up some such higher work as Latin and algebra. A great many persons either could not or would not send their children to the private schools just referred to; the result was that the attention of the teachers was concentrated upon a few children and these received really excellent instruction.

The influence of the Civil War worked in various ways to break up the private schools, and the history of education throughout that stormy period is almost a blank. Mr. O'Gorman taught about this time, in a school held in a basement of the old Presbyterian church that once stood where the Davis Free School now stands. A Miss Mary Jarbo—afterwards Mrs. Carless—taught on Piedmont hill, although the dates of this are lacking. Even information concerning the establishment of the public schools, and their history up to a comparatively recent time, cannot be found in any accurate or well-authenticated form; for the official records have been lost.

Mineral county was formed late in the sixties. Mr. Thomas P. Adams was elected as the first County Superintendent of Free Schools. He appointed Boards of Education in the various districts. Their task was a hard one. There were neither school houses nor school districts, nor money, nor teachers, nor books. There was no great sentiment in favor of free schools, but there was a great deal of sentiment against them. For Piedmont District, which was at that time called Mt. Carbon District, it seems that the first Board of Education appointed by Mr. Adams was as follows: Wm. Kight, President; Emil Nefflin, K. S. Jones, J. T. Blakiston, Jas. A. Burris, all of whom were good friends to popular education. Mr. Nefflin later became president of the board and served from his appointment in 1868 until 1893—in all twenty-five years.

One of the first schools after the war was in a building originally a market house, standing where the town hall now stands, which was remodeled into a school house, and in which Mr. N. M. Ambrose was principal and Mrs. Jennie Nesbit was assistant. The cause of free education grew in influence and strength; but even the names of principals, teachers, and members of the Board of Education, who by their labors contributed to this growth, are in a great many instances—owing to the loss of records above referred to—no longer to be found. In 1871 Mr. Nefflin was able to secure an allotment of $300 from the Peabody Fund, which was allowed annually thereafter until the fund was diverted to the support of the State University and other uses by act of the Legislature. It seems that this was the only district of the county that was ever able to secure this Peabody grant.

Mr. Wm. O'Gorman referred to above was one of the early principals

of the public schools. He also taught the Beryl school for a long while. Miss Lizzie Russell, who taught in both public and private, schools, is worthy to be mentioned here by virtue of her later career. She became a missionary in Japan, and founded there a girls' school, which later developed into a college with branches over the kingdom. May, Wilson, Van Horn, and Purinton, are the names of persons who were principals of the public schools at different times during the seventies. From 1883 till 1887 the position was held by Mr. John Newlon, now of Pruntytown. Mr. David Arnold, now of Elk Garden, followed and held the place one year. Mr. D. W. Shields, from Ohio, held the position one year also, going from here to Keyser, where he remained some years. Mr. R. M. Collins was next principal (1889-1891). He was succeeded by Mr. W. M. Foulk, whose administration of the affairs of the school was for many reasons a notable one. He held the position for twelve years, only resigning it to take up another responsible and more remunerative position. He is now the efficient Superintendent of the Huntington Schools. C. R. Murray of Ohio, proved himself a worthy successor to Mr. Foulk. Mr. Murray resigned in 1905 to accept a more lucrative position as Principal of the Williamson Schools.

The names of what is said to have been the first Board of Education have been given already. The presidents of the board, besides the two there named, have been P. S. Hyde, J. C. Kuhnly, H. C. Thrush, and D. E. Parke, the latter of whom together with Judge John H. Keller and Elza Newcome constitute the Board of Education at present. Among the many citizens who have served on the Board Mr. Henry Kight is deserving of mention for long and honerable service. The present secretary is J. T. Parke. The present high standing and splendid condition of the schools bear ample testimony to the fact that the District has had excellent men on the Board of Education; and the present board, to those who are acquainted with it, needs no commendation on the score of faithful, diligent, and enlightened devotion to the interest of the public schools.

The building referred to before and sometimes known as the Fredlock school, was for many years the principal school house, another school of two or three rooms called the Adjunct school stood on the west corner opposite where the Davis School now stands. In 1883 the Hill School was built for persons living in that part of the town and the Adjunct school was soon discontinued. The Hill School is now known as the Howard School and is used to accommodate the colored children. The Beryl School is in the same system as the Piedmont schools, all being under the control of the Board of Education of Piedmont District. The building has three rooms and was erected about 1892, the previous building having been destroyed by fire.

One of the most notable things in the educational history of Piedmont was the gift of the Davis Free School building, in 1890, Ex-United States Senator Henry G. Davis, who had lived and done business in the town for twenty-five or thirty years, seeing the need of better educational facilities and realizing that the town was not in a good condition to raise the money by taxation, built and gave to the town the fine struc-

ture that bears his name, thus giving lasting evidence of his generosity and his interest in the cause of popular education.

Since then the schools have moved to a constantly higher standard of usefulness. One of the things accomplished was the establishment of the nine months term. Another was the formation of a four years high school course. In 1905 all schools in the Piedmont Magisterial District, viz. Davis Free School, Beryl School, Hampshire School, and the Howard school, were placed under the management of a Superintendent. Excepting the Howard school, all the schools have been graded on the same basis and have the same course of study, which covers nine years. Pupils who complete this course are graduated from the grammar school and are admitted without examination to the Piedmont High School.

The first commencement of the High School was held in 1892, since then twenty young men and fifty young ladies have finished its course and have gone out to take positions of usefulness in active life. By a constant strengthening of the course of study the High School has been raised to the rank of an accredited school at the State University, which is one of the best possible evidences of the strength and thoroughness of its courses and instruction.

Many of the teachers have done long service and all have been faithful and efficient. Each one is without doubt working with his fullest powers for the advancement of the pupils, and the interest of the schools and the town at large. It is among the present aims in the management of the Davis Free School to provide it with adequate library facilities. The movement has been but lately begun, but it has the cordial support of the teachers, the school authorities, and the citizens of the town in general, and bids fair to be very successful.

There are two hundred and sixty-six pupils enrolled in the Davis Free School at present; one hundred and thirty-nine in the Beryl School; twenty-five in Hampshire school, and ninety-four in the Howard (colored) school.

History of the Point Pleasant School.

BY MISSES STEINBACH AND MCCULLOCH.

When a town was laid off at the Junction of the Ohio and Great Kanawha rivers, a lot was given by Thomas Lewis as a site for a school building. On this lot, the present location of Langston School, (colored), a small log building was erected which was used as a school and church. A frame building replaced this at a later date. In 1848 a subscription was raised among the citizens of the town to build a better school house on the same lot. This movement resulted in the erection of a brick structure of two rooms, to which two more were later added. In 1865, when the public school system was established in West Virginia, this subscription school became one of the district schools of Mason County.

By an act of the Legislature, dated February 24, 1887, the Independent School District of Point Pleasant was created out of a part of Lewis

District. To meet the needs of a growing population, two smaller school buildings were erected in the suburbs of the town. These schools were discontinued in 1890, when a progressive board of education, composed of Col. H. R. Howard, Mr. G. W. Tippett, and Capt W. H. Howard, opened to all the white children of Point Pleasant the present school building of eight rooms, library, office, and an extra recitation room for the High School. The building is provided with the exhaust system of hot air heating. In 1897 the nucleus of a library was secured and since 1904 the library, through the energy of the present superintendent and principal and recent boards of education, has been increased to over 500 carefully selected volumes. The books are arranged in sectional bookcases and a record of their use in kept by means of a card system. The office is equipped with a card system for keeping records of the work of both pupils and teachers, and with such modern conveniences as electric lights, telephone, type-writer and duplicator. Within recent years the walls of the school building have been tinted, frescoed, and adorned with a few choice pictures, while the grounds have been improved and beautified with ivy, trees, and beds of flowers. Within the past year an osage hedge has been planted, and imposing steps and broad walks have been constructed of re-enforced concrete.

At an early date in the history of the schools provisions were made for a high-school, but the organization was not perfected until 1890. The first class was graduated in 1892. Since that time there have been 77 boys and girls graduated from the High School. In 1897 the High School course was re-arranged and improved by the addition of one year's work. In the same year the entire school was regraded, and at present the course includes 12 years of work; two primary, four intermediate, two grammar, and four high school. The schools are progressive and improving. Within the last few years the graduates of the High School have been admitted to West Point, and with slight conditions, to the freshman class of the State University.

The teachers are interested in their work and are ambitious to improve the conditions of the schools. They are pursuing the Teachers' Reading Course prescribed by State Superintendent Miller, and avail themselves of the special teachers' library of about thirty volumes which the present progressive Board of Education has provided for their use.

For the following list of principals we are indebted to Miss L. A. Gilmore, who has devoted her life to the work of education in Point Pleasant.

Point Pleasant Public School—organized in September, 1865.
Principal during the term of:
1865 - 66, Mr. A. Stevens.
1866 - 07, Mr. Haight.
1867 - 68, Mr. A. Stevens.
1868 - 70, Mr. D. P. Guthrie.
1870 - 73, Mr. W. J. Kenney.
1873 - 74, Mr. D. P. Guthrie.
1874 - 75, Mr. H. G. Nease.

1875 - 77, Mr. W. J. Kenney.
1877 - 78, Rev. W. E. Hill.
1878 - 80, Mr. W. J. Kenney.
1880 - 81, Mr. R. E. Mitchell.
1881 - 84, Mr. W. J. Kenney.
1884 - 87, Mr. J. E. Beller.
1887 - 95, Mr. W. J. Kenney.
1895 - 97, Mr. M. Bowers.
1897 - 02, Mr. R. A. Riggs.
1902 - 03, Mr. L. S. Echols.
1903 - 07, Mr. Peter H. Steenbergen.

The Ravenswood Schools.

BY W. L. MCCOWAN, PRINCIPAL.

Before the Free School System was authorized by the Legislature of West Virginia, the schools of Ravenswood were subscription schools. The first school house within the present corporate limits of the town was a log cabin erected early in the 40's by Ephriam Wells. In this the youth of Ravenswood were instructed until the accommodations were inadequate. New quarters were then secured in the Old Institute, a building used for a town hall and religious purposes, which stood opposite the Baltimore and Ohio railroad depot. This school prospered for many years and developed educational thought and sentiment in the town.

In 1858 W. P. Harmon, of New York, came to Ravenswood. Seeing the interest taken in education, he built an academy. This school, known as Union Academy, opened with two teachers in 1859. At the breaking out of the Civil War, Mr. Harmon enlisted as a soldier, but his Academy flourished until after the war.

When the Free School System was authorized in 1864, Ravenswood was in Gilmore township. The Board of Education of this township purchased the Academy building from Mr. Harmon, and, in 1864, opened the first free school in the town. From this time until 1887, the Academy was used as a free school.

By an act of the Legislature of West Virginia in 1870, the town of Ravenswood and the tract of two thousand four hundred and forty acres of land granted to George Washington, on which the town is located, was made an independent school district. With the advantages of an independent district, Ravenswood made rapid strides along educational lines.

As the population increased, the old Academy building became inadaquate for the number of pupils, and a levy was begun early in the 80's looking towards the erection of a new school building. In 1887 the present artistic and commodious building of which Ravenswood is justly proud was erected. The School Board was then composed of G. W. Long, E. W. Brown and J. F. Stone. E. W. Wells, of Wheeling, was the archi-

tect. The building alone cost $13,700. The school property, including grounds, buildings, furniture, heaters, etc., cost the district about $20,000.

In 1887, school was opened in the new building, the old Academy having been sold. Since the erection of the new building, the following principals have been in charge: C. E. Keys with three assistants, 1887; Cora Manuel with five assistants, 1888-9; J. W. Watson with five assistants, 1890; L. W. Philson with six assistants, 1891; W. L. McCowan with six, seven and eight assistants, 1892-1900; C. H. Ebers with eight assistants, 1901-1905; W. L. McCowan with eight assistants, 1905.

In 1890 the Board of Education adopted a graded course of study for the Ravenswood schools, concluding with a two years High School course. In 1898 the High School course was developed under the administration of Principal W. L. McCowan. During his administration the standard of the schools was raised and their influence extended:

In 1901 Principal McCowan resigned and C. H. Ebers, a graduate of the State University, was elected his successor. Under his administration the course of study was again revised. The entire course now covers a period of twelve years; concluding with four years high school work. This course is practical and thorough. It compares favorably with the best schools in the State. The high standard of the Ravenswood schools is the means of bringing many influential families to Ravenswood to receive the advantage of her school system. The High School course is strengthened in some parts every year. The subjects of study are so graded and corrected that the work in each grade prepares the student to do that in the next higher. Thorough work is required in order that the standard for the high school subjects may be attained. The Ravenswood High School, when its present course is worked out in detail, will admit those who complete it to the freshman class of the State University. Since the adoption of the High School course over 50 young men and women have finished the course and are now filling responsible and useful positions in society.

The High School is a benefit to the town in many ways. It is the most democratic of all institutions. It offers to the poor and rich on equal terms a culture which will adorn and ennoble any situation in life. Besides, the High School gives tone and efficiency to the lower grades and offers that inspiration which is needed to retain pupils in school. Finally, the teaching force in a graded system of public instruction is most efficiently recruited from the High School.

The Richwood Schools.

BY W. R. GROSE.

At the beginning of the year 1900 the site of the present town of Richwood was known as Cherry Tree Bottoms and was inhabited by only three families. These were surrounded by a vast stretch of virgin forest which contained almost every variety of timber known to our state.

The hills and valleys abounded in large game and was a favorite resort for sportsmen from far and near. But the past six years has witnessed a transformation truly wonderful.

In August 1900, the Cherry River Boom and Lumber Company began the erection of their extensive plant. In less than one year the mill was in operation furnishing employment to more than one thousand men. Then began a boom which rivals the typical western town. During the year 1901, the Dodge Clothespin Factory was removed from Duhring, Pa., to Richwood. The same year a Tannery Plant was begun. In the summer of 1905 the buildings of the Cherry River Paper Co. were completed and soon after the paper mill began operations. The establishment of these factories brought immigrants from all parts of America making a truly cosmopolitan population.

The town was incorporated in 1901 and the first school was taught during the winter of 1901-2 in a two-room building furnished by the Lumber Company. E. E. Deitz, who was chosen as the first mayor of the town, and who is now president of the Board of Education of the Independent District, was the principal. The accommodations being insufficient the Board of Education of Beaver District assisted by the town erected a frame building consisting of five rooms. Only three of these rooms were used during the ensuing winter of 1902-3.

The movement for an Independent District was begun in the latter part of 1902. The Legislature of 1903 passed the bill creating the Independent District of Richwood and when placed before the voters of Beaver District received the endorsement of the people. But the Board of Education contested the issue on a legal technicality. The Circuit Court gave a decision in favor of the Independent District and was sustained by the Supreme Court of Appeals.

In the meantime a graded school was established in the new building with Rev. E. E. Paterson as principal for the year 1902-3. The following year Miss Syd Amick was elected principal. She being ably assisted by Misses Clara Cronin and Mary Cronin.

S. F. Richardson was principal for the year 1904-05. The district paid the minimum salary and it was only by liberal donations of public spirited citizens that teachers could be secured.

The building was entirely inadequate and at one time the rooms became so badly crowded that the trustees were compelled to resort to the novel expedient of dividing the school population into two sections and allowing one section to attend the morning session and the other in the afternoon. The difficulties which confronted the teachers may be easily imagined.

The first Board of Education for the Independent District was elected in April, 1905, and was composed of the following gentlemen: A. A. Williams, President; Dr. Jas. McClung, S. T. Knapp, J. H. Watson, L. C. Williams, Commissioners. L. T. Eddy was chosen Secretary.

In the fall of the same year two, two -room buildings were erected, one in South Richwood and the other in the section of the town known as Tannerytown. Frank R. Yoke was elected superintendent and with a corps of highly capable assistants began the work of reorganizing and

regarding the schools of the Independent District. Their success is attested by the fact that each teacher who presented an application was re-elected for the ensuing year.

The continued rapid increase in population necessitated more room and an increased teaching force, so the Board of Education recently added two commodious rooms to the main building, making eight rooms in all, and two new rooms to the building in South Richwood.

The Independent District includes three one-room buildings outside the corporate limits of the town one of which has just been completed.

The school population was 715 according to the last enumeration, and notwithstanding the greatly increased capacity of the bulldings, some of the rooms are crowded, and if the Compulsory School Law were enforced more room would be a necessity.

The district now has seven months school and employs seventeen teachers, paying the superintendent $100 per month, first assistant $75, first grades $45, and second grades $40.

The town is in a prosperous condition and the people give the schools liberal support, cheerfully paying the highest levy laid in the county for school purposes. The Board of Education is composed of men identified with the business and educational interests of the town. The secretary and three of their members have been successful teachers in the public schools of the State.

The present condition of the school is excellent. The attendance is regular, the grading more thorough and systematic, the teachers manifest a progressive spirit, and general interest and harmony prevail. The course of instruction includes two years High School work in addition to the common branches. A collection of about 300 volumes of choice literature serves as the nucleus for a library. A number of new books have been added since the beginning of the present term.

Ronceverte Public Schools.

BY EX-PRINCIPAL H. W. BARCLAY.

The first District School in Ronceverte was established in the year 1875.

A frame school house containing one large room was built from the district funds. This house is still standing and is situated on Greenbrier avenue near the back road to Lewisburg. It is now occupied by a respectable colored man named Dick Williams.

The school at first numbered about 25 pupils and was taught by Mr. Erwin Beckner for a year. He was followed by Mr. Jno. T. Cribbins and Mr. Keys Nelson.

About 1882 the school had outgrown its quarters, and a part of it moved into the two room brick building, corner of Greenbrier avenue and Pine street, now owned and occupied by Mayor S. R. Patton.

The principals in order were: Miss Ella Krebs, Rufus D. Alderson,

MANNINGTON DISTRICT HIGH SCHOOL

WEST LIBERTY NORMAL SCHOOL

1883; A. P. Farley, 1884; L. J. Williams, 1885-86, and Rev. Walter S. Anderson, 1887.

As the number of pupils increased, teachers were added until in 1884 there were four teachers.

On Nov. 22, of the same year, the Board of Education accepted the Ronceverte school house built by Contractor D. H. Foglesong at a cost of $800. This was the two story frame addition immediately in the rear of the brick school house.

After this change was made the original district school house was occupied for a short time by a colored school.

Owing to a defect in the title to the lot upon which the building stood, the Board of Education finally lost control of this property. The present two story building in which the colored school is taught was built in 1887 by Contractor D. C. Howard.

In 1885 Ronceverte became an incorporated town.

THE GRADED SCHOOL.

Another step forward in education was taken by the Board, when, in 1888, they elected a principal at an increased salary and three assistants, over whom he should have authority, and ordered that the school should be graded in accordance with the Public School Manual.

Of the Graded School Rev. Max Parr was the first principal. He was succeeded by Miss C. Betts, 1889, Mr. Wm. Hayes, 1890, and Mr. G. D. Shreckhise, 1891-93.

The population of the town increased very rapidly from 1888 to 1890 and the need of a building large enough to accommodate the children of the town became apparent. The Board of Education desired a suitable site for tne new school building and, after due deliberation and much discussion, the town authorities presented for this purpose lots numbers 69, 71, 73, 75, 76 and 77, as per plan of the town of Ronceverte. The contract for a large three-story brick building was let to Messrs. Driscol & Peters July 16, 1892, but the work was not completed until the session of 1894. The Graded School was then moved to its new quarters. Mr. Wm. M. Boal was the principal in charge. He was succeeded the next session (1895) by Mr. Elmer Leach.

During Mr. Leach's administration, in 1896, by a vote of the people of the district, the Graded School was made a High School and the course of study extended.

Mr. Leach was succeeded in 1897 by Mr. H. W. Barclay, and he was followed in 1904, by H. F. Fleshman, who was made superintendent of the three schools of Ronceverte.

The High School building is a three story brick structure, 70 feet square, and contains ten recitation rooms and on the 2nd floor a hall for general school exercises. It has high ceilings, good ventilation, water and steam heat. Beautiful for situation, the pride of the growing city, the High School building is the first object of interest that attracts the attention of the passing stranger. It crowns a high hill immediately north of the town, overlooks it, and is surrounded by a grove of ancient oaks and pines.

The course of instruction offered to the pupils of the district covers a period of 12 years, 8 in the elementary course and 4 in the High School.

Since 1875, the following gentlemen have served terms as school commissioners of Fort Spring District, viz: Oliver Curry, Ben Hurxthal, Fleming Duncan, D. W. Weaver, Lewellyn Davis, Robert C. Rodes, S. R. Patton E. P. Staley and J. Robertson.

The Board of Education at this date (1906) consists of A. B. C. Bray, President; Howard Templeton and W. H. Hanger, Commissioners.

Salem Public School.

BY WALTER BARNES, SUPERINTENDENT.

Salem, though one of the oldest settlements in the central part of West Virginia, has been a mere village through nearly all its existence. Not until the latter part of the last decade of the nineteenth century, when petroleum and natural gas in great quantities were discovered near the town, did Salem experience anything but the peace and quietness her name implies. But then in a few months the sleepy hamlet was transformed into a busy little city, noted through the State for its enterprise and thrift. These few facts explain the history of the Salem public school.

The school district was created in 1871. In 1877 and 1878 two sections of this district withdrew, depriving Salem district of a school building. In 1881 a two-story frame structure was erected, though the four rooms were not all occupied until 1887. From that time until the discovery of petroleum the school had an existence so peaceful and uneventful that nothing of that period need here be mentioned.

In 1899 two rooms were added to the house built in 1881. But this was not sufficient to provide for the larger number of pupils then seeking admission, so in 1902-3 a new building was erected and the old one sold. Moreover, in the same year a one-room frame building was built in the western part of Salem, another room being added in 1906.

The main school building, which is located on an elevation in the central part of town, is constructed of brick and stone and finished in hard wood. It is two stories in height and contains eight class rooms with cloak room, one laboratory room and one library room, besides a basement story. The school is tolerably well supplied with dictionaries, maps, charts, and apparatus for teaching physics. The library contains five hundred and thirty volumes, selected with reference to all the grades. School furniture is being supplied constantly, and a piano will be purchased in the near future.

Eleven teachers are employed at present in the two buildings. Salaries have been advancing with the growth of the school, and have brought, needless to state, better teachers.

Since 1890 the school has been graded. In 1903 the High School was created covering three years' work. This has now an enrollment of thirty-three, twelve of whom are in the graduating class. The course open to the youth of the district through the eight grades and High School comprises the following: reading, language, grammar, composition, rhetoric, literature, spelling, numbers, arithmetic, book-keeping, algebra, geometry, nature study, geography, history (West Virginia, American, universal) physiology, physical geography, botany, physics, Latin, (three years) writing, drawing, music.

The school term until 1905 was six months in length, but that year it was increased to eight. The enumeration for the year 1905-6 shows more than six hundred youths of school age residing within the district.

Sistersville Public Schools.

BY MISS ANNA N. ELLIOTT, PRINCIPAL OF THE HIGH SCHOOL.

No town in the State has, in the last decade, made more rapid progress along material lines than Sistersville. Situated, as it is in the heart of a great oil field, its population has increased one thousand per cent since 1890, and its wealth many times as much. But while the progress in industrial and financial affairs has been marked, its educational interests have not been allowed to suffer and the public schools of the city rank, to-day, with those of the old established towns of the State.

In 1891, the schools occupied a four- room brick building on Main street. The rapid increase of population following the discovery of oil, in 1891-2, filled this building to over-flowing. Temporary accommodation was made for the increased enrollment; and in 1896 a new and modern building was erected at a cost of forty-five thousand dollars. This is a three-story edifice containing thirteen rooms, a high school assembly room, a library, Superintendent's office, three high school recitation rooms, and an auditorium with a seating capacity of six hundred. Slate black-boards, single seats, water, gas and electric lights, make it thoroughly up-to-date in every respect. In 1899 a four-room frame building was erected on the South Side to accommodate the primary pupils in that part of town.

In 1905, Sistersville was made an independent school district, and in 1906, the citizens of the district voted in favor of a new school building to be used for high school purposes. This building, now in progress of construction, is of terra cotta brick, trimmed with Cleveland stone. When completed, it will contain fifteen rooms, besides an assembly hall seating one hundred and fifty. Laboratories will be specially equipped for teaching Physics and Chemistry. The structure will be heated and ventilated by the double-fan system; water and electric light will be found in each room. A commodious room on the first floor will contain the library. A campus of more than four acres surrounds the building. A portion

of this will be used as an athletic field, the remaining portion will be planted in trees and shrubbery, and when an attractive and substantial iron fence is made to surround these grounds, they will be among the most beautiful in the State.

The Library began in 1897, with fifty volumes, donated by the friends of the school. Since then the book shelves have filled rapidly and to-day, the Library numbers two thousand volumes, embracing, history, biography, poetry, fiction and reference. Within the last year the Library has been thrown open to the public, and a special librarian employed.

Through the liberality of the Board of Education the school is supplied with apparatus second to none in the State. The value of the apparatus in the High School laboratory alone, is about one thousand dollars.

The course of study embraces three years primary, four years intermediate, and one year grammar work below the High School. While many schools make the High School the main object, and bend all energy to preparing for that, the aim of the Superintendent and teachers in the Sistersville schools, is to fit a child for life if he should never enter the High School.

The primary department is in charge of a primary supervisor, who does no teaching, but plans for the work and gives instruction to the primary teachers.

The intermediate and grammar grades are under the direct supervision of the Superintendent, himself. He keeps in close touch with this work, and is endeavoring to make the course in these grades most thorough and efficient.

The High School offers two complete courses of study. The Latin-scientific is a four-year course preparatory to college work. Four years of Latin, two years of German, three years of science, four years of mathematics are embraced in this.

The English course offers book-keeping, chemistry, and additional work in English as a substitute for Latin. The departmental system is carried out in the High School, and is giving complete satisfaction. The enrollment is higher than it has ever been.

The discipline of the school is firm and wisely administered. Each teacher is held responsible for the discipline in her own room, and her success as a teacher is gauged largely by her ability to control her pupils without the assistance of the Superintendent. All cases of subordination beyond the control of the teacher are referred to the Superintendent, when the offender is dealt with in a kind but effective manner. Corporal punishment is a last resort, and is administered very rarely.

Teachers are elected annually, but a teacher who gives satisfaction may rest assured of re-election. Leave of absence to attend lectures or to carry on work in some higher institution, is frequently granted. This, as well as the scale of salaries, testify to the liberality of the school board.

The present board of education consists of J. H. Strickling, pres., Dr. James R. Stathers, and J. Fred Neil; all are public spirited men and

devote a large amount of time to furthering the interests of the school. Mr. J. D. Garrison is Superintendent of the schools, assisted by Miss Anna N. Elliott, Principal of the High School, and Mrs. Harriet Lyon, Supervisor of the Primary Department. Music and drawing are in charge of a special teacher, Miss Mary L. Peck of Oberlin, Ohio.

Shepherdstown Graded School.

BY F. A. BYERLY, PRINCIPAL.

"Jefferson County was the first county in the State to establish the Free School System, and one of the first schools in the county was established at Shepherdstown. About 1846 or 1847 the town was divided into two districts known as Shepherd and Potomac, and a school located in each.

"In 1881 the patrons desired the establishment of a graded school." A building was secured for tnat purpose by the united action of the Boards of Education authorizing "the Hon. George M. Beltzhoover to purchase the old stone structure which had served as a jail while the county seat was here."

After remodeling and furnishing the jail the graded school was opened in the autumn of 1881. The first principal was T. Wilmer Latimer, and his assistants were Ada M. Harp, Annie E. Fawcett and Ella M. Kelsey. The latter is still a teacher in the school, now having charge of the sixth grade. The enrollment the first session was 170; in 1905 and 1906 it was 248. The graded school curriculum is completed in eight sessions, and each grade has its own teachers.

George W. Banks served as principal from 1884 to 1892. Walter R. Hill was then elected and was in charge one session. His successor was Charles T. Smootz who continued in service until 1905, when the present incumbent assumed control.

All matter quoted in this article is taken from the report of Mr. Smootz.

Mrs. Ida H. Neill, now first assistant, has been an instructor in the school for fourteen sessions.

Departmental work is done in reading, geography, history, English grammar and arithmetic. This begins with the fourth grade, and each specialist passes from room to room to hear recitations.

Our library contains about 500 volumes of well-chosen books, papers and magazines for teachers and pupils. At stated times, a dozen pupils are allowed to use the library as a reading room, a teacher always being present on such occasions.

The first Board of Education for the Graded School consisted of Joseph McMurran, President; C. M. Folk, Jacob Kephart, Commissioners; R. S. M. Hoffman, Secretary. The present one is E. H. Rinehart, President; R. T. Banks, W. E. Herr, Commissioners, Harrison Schley, Secretary.

Our commodious, convenient and comfortable building contains ten rooms, and is one of the best in the Eastern Panhandle.

Shinnston Public School.

BY E. A. ALLEN.

Among the first schools of this town was one taught in 1840 by A. J. Swaine. The funds to conduct it were raised by subscription and the term was three months. The summer term was taught in an old warehouse, which was used for storing grain. In winter it was held in an old Union Church, then transferred back to the warehouse during the summer. From 1842 to 1850 several different teachers instructed the youth of Shinnston, practicing upon them their different modes of discipline. In 1850 the first school building was erected and was called Sunny Hall.

This hall still stands but there has been an addition made to the front. The funds were raised by a Mr. Smith who was the largest stockholder and who was commonly known as "Extra Billy." He also supervised its construction and taught the first session of school in it. The upper floor was used by the sons of Temperance who afterwards bought the building. It is now owned by Mrs. Augusta Wyatt.

In 1855 Dr. Emery Strickler came to Shinnston and taught successfully for seven years. He went among the patrons with an article of agreement after which he went before the County Commissioners with a list of those entitled to the Indigent Fund. Only the very poor took advantage of this fund as it subjected their children to taunts from their schoolmates.

The next school building was the Town Hall. It was commenced by subscription, roofed and enclosed when the Civil War came. It was used by the Home Guards during the war and sold to the District School Board about the close of the war. Wiliam B. Wilkinson taught the first school in it in 1866. It was sold to L. J. Rowand in 1894.

On the first Monday in December, 1895, school was opened by A. H. Clark in the beautiful new building on the hill, which is the pride of Shinnston. It is a modern two-story brick building containing six rooms and a High School annex containing two rooms and a chapel hall. All the rooms are light and airy.

At the last election the proposition to establish a High School was submitted to the voters of Clay District and carried by a large majority. This High School is to occupy part of the Shinnston school building. The Board of Education is composed of Allison Robinson, C. H. Higinbotham and M. E. Pigott, whose intention is to make this a standard High School.

Methods of government and teaching have kept pace with the improvement in buildings until Shinnston possesses a good graded school. We hope to see Clay District possess one of the best District High Schools in the State.

St. Albans Public Schools.

BY PRINCIPAL CHARLES E. HEDRICK.

St. Albans, for many years, has been struggling for a good school system. This was hindered at first by the presence and popularity of private schools and tutors in families. Mr. John Porter, of Boston, taught a private school in the early 40's. Soon afterwards Rev. T. B. Nash, rector of St. Mark's Episcopal Church, opened at the rectory a school made up of the most prominent young men of the community.

Dr. Thompson and Arthur Fox were the first public school teachers at St. Albans. For some time the free school was small owing to a preference, by many, for the good private schools. Mrs. M. M. Thompson and Mrs. S. L. Cato were the first teachers to arouse interest in the primary department. From this beginning the interest grew until the school was on a good basis.

The town can now boast of a splendid brick building which cost over $10,000. It is heated by steam and has a good basement, which is used for an eating room and play room.

High school work was begun in the fall of 1906. The course at present covers two years.

Prospects are bright here for a prosperous town and a successful school. The Board of Trade and the Board of Education are both taking great interest in school work. They have promised the people a new building next year.

Historical Sketch of Spencer School.

BY W. S. MORRIS, PRINCIPAL.

In the session of the Legislature of 1873, H. T. Hughes, the Delegate from Roane County, introduced a bill and secured its passage, to create an Independent School District out of a certain irregular boundary of 1000 acres lying in and adjacent to the Town of Spencer.

The log building of one room which was used for school purposes prior to the year 1873 was now utilized for the same purposes by the Independent District till 1874. At this time, the Board of Education purchased one-half acre of land on the north side of Main street and erected a frame building of one room. In 1877 an addition of one room was constructed, and two teachers were employed.

This building being destroyed by fire in 1887, the M. E. Church property was used for a school building, 1887-8. In the summer of 1888, a three-room school building was erected. This building was consumed by fire in 1896.

In 1895 the Legislature authorized the Board of Education of this district to hold an election to provide for a bond issue of $10,000. The bond election was held and the result was favorable.

From the proceeds of the bond issue and the sale of old school lot,

the Board purchased a two-acre lot, situated upon a rolling eminence and covered with native forest. Upon this lot was erected a modern two-story brick building of six rooms. Four rooms were furnished for immediate use in 1896, and the other two rooms in 1898. In 1902 an addition of two rooms was built; one room was furnished for use the same year, the other was fitted and furnished for the high school department in 1905.

A High School course of two years was prepared by W. S. Morris, and the same was adopted by the Board of Education August 20, 1906. The whole enrollment of the school for 1906-7 is 437; the enumeration is about 600.

The Board of Education is composed of men who have the interest of the children and community at heart. The members of the board are: Orville McMillan, President; P. C. Adams and R. H. Beckley, Commissioners.

The school is enjoying a high degree of success under supervision of Prin. W. S. Morris, B. A., aided by his seven assistants.

Sutton Public Schools.

BY J. H. PATTERSON, PRINCIPAL.

In 1866 T. J. Berry and his wife, a finely educated woman, came to Sutton and were the pioneers in educational work. They taught the public school and after the short term was ended, kept private school the remainder of the year so that school was almost continuous in Sutton. For a long time the sessions were held in the court house, a small frame building which also did duty as a church, a lyceum and a meeting place for the people whenever it was necessary or convenient for them to meet. This building is now the residence of the jailer and will be until the new jail is completed when it will be removed or destroyed.

About 1890 the building now in use was erected. It is a house set upon a hill; but in seeming contradiction to the Scriptures is almost hid. The new building to be occupied in September is near the old one. It has ten school rooms, a fine auditorium and ample space for laboratories in the basement. There will be water in every room, and also gas lights for dark days.

The progress of the schools has been rapid in the last few years. Under the principalship of E. B. Carlin, Roy Waugh and C. A. Bond the schools were well graded, a high school established and a library begun. The library now contains nearly five hundred volumes well selected and much used. The high school has at present a three year course. In the three classes are enrolled nearly fifty pupils. The class of 1907 consists of three young men and six young women, several of whom are preparing for college.

The Sutton schools are rich in prospects. The new building will be an inspiration to patrons, pupils and teachers. Higher salaries and longer

NEW BUILDING AT ELM GROVE

ADMINISTRATION BUILDING, REFORM SCHOOL, PRUNTYTOWN

terms will attract the best teachers, so the best work can be done. The grades are full, too full for best results; but in another year there will be room for all. The High School is even now attracting good people from the country who move to town to give their children an education. It is hoped that another year may soon be added to the course so that it may rank in scope and efficiency with any in the State.

Thomas Public Schools.

BY PRINCIPAL T. NUTTER.

The first school established in Thomas was in the fall of 1886. At this time and for four years afterwards, no school building was owned by the district, but rooms were rented wherever they could be most conveniently secured. The teachers during this period, in order of their service, were Mr. Hampton Werner, Miss Lily McNemar, Miss May Hepburn and Mr. C. O. Strieby.

In the fall of 1890, under the direction of Dr. O. H. Hoffman, President of the Board of Education, a two-room school building being a part of the present Central School Building, was erected and two teachers were then employed, Mr. A. M. Cunningham being principal.

To meet the needs of a growing population, a wing, consisting of two rooms, was added in 1895, and a like addition was made in 1898. Five years later, the school becoming crowded again, a one-room building ws erected in North Thomas, and the old M. E. Church South in South Thomas, was converted into a school house; these two buildings being now used for the accommodation of primary pupils.

Within the last two and a half years many improvements have been made, and the Central School building, as it now stands, consists of six large rooms and a handsome office, besides the halls and basement. It is steam heated, electric lighted, fitted with a system of electric bells, plumbed for water and surrounded by a good iron fence. Shade trees have been planted in all three grounds, and in a short time will add much to their attractiveness.

In the fall of 1904, under the supervision of the Principal, Mr. T. Nutter, the grade work was divided into eight years and the High School course arranged to cover three years.

It is to the credit of all concerned that after the first three years, Thomas has had eight months school, and that since 1893 free text books have been furnished.

The school is well supplied with apparatus, and assisted with a small appropriation by the Board of Education, but largely through the efforts of teachers and pupils, a good library has been added.

At present the schools, including the colored one-room school, which was established some years since, enroll 459 pupils and employ nine teachers.

PRINCIPALS OF THE THOMAS SCHOOLS.

A. M. Cunningham, 1890.
Eugene Myers, 1891.
Elmer Bowers, 1892.
S. H. McLane, 1893.
Miss Lily Elliott, 1894.
A. E. Michael, 1895-1898.
F. F. Farnsworth, 1898.
A. E. Michael, 1899-1904.
T. Nutter, 1904—to date.

Wellsburg Public Schools.

BY SUPERINTENDENT R. A. RIGGS.

The town of Wellsburg was established by Legislative enactment December 7, 1791, and named Charlestown after Charles Prather. Brooke county was formed from Ohio county November 30, 1796, and Charlestown was the seat of justice. December 27, 1816, the name was changed to Wellsburg in honor of Alexander Wells who married the only daughter of Chas. Prather, and to avoid confusion with Charles Town in Jefferson county.

Brooke Academy was incorporated January 10, 1799, Jefferson Seminery 1835 and Wellsburg Female Academy, 1851. School was kept in the council chamber over the Old Market House as early as 1844. Some of the pioneer pedagogues who taught in these schools did a grand work but they are known to-day only by tradition. Adaline Doddridge, daughter of Congressman Doddridge; Margaret Moore, James Crawford, Samuel Nesbit, an able minister of the M. E. Church; Samuel Thompkins, a clergyman of the Church of England; Peter Grant, Joseph Naylor, William Patton and John M. Bell are the names of teachers who moulded public opinion and laid the foundation for the Free School System that was adopted in 1864 by the Legislature of the New State of West Virginia.

The sessions of the Free School were held in the Seminary until January, 1869. At this time a three story brick building was completed and the school moved into it. This building is still in use and shows that our fathers built wisely and well. The first Board of Education consisted of G. W. Caldwell, President; Joseph Applegate and Joseph B. Harding, Commissioners, and Henry E. Shearer, Secretary. Col. M. Wells was elected principal and he had four assistants.

The Wellsburg Independent District was established in 1867. The law creating it was amended in 1881 and again in 1895. At the present time the Board of Education consists of John L. Douglas, President; Geo. L. Caldwell and E. A. Sheets, Secretary. We have four buildings and nineteen teachers. There are 1,400 pupils enumerated and 900 enrolled. At present the rooms are crowded and new pupils are coming in daily.

255 pupils have graduated from the school since its beginning. The first class consisted of two members; in the class of 1906 there were twenty-one. The present enrollment of the High School is 80, fourteen of whom are of the senior grade.

The course of study is laid out on the twelve-year basis. The aim is to build character and give an incentive to get the best out of life. We want our boys and girls to be practical whether they go to college, the shop or the home. The object of the Public School is to reach the masses to get to the homes, to make better citizens and thereby a more stable government. With a progressive, intelligent Board of Education and a corps of experienced and educated teachers, our Public Schools, the hope and pride of our city, will take no backward step but march steadily on toward the ideal.

Weston Public Schools.

The records of the Weston schools having been lost or destroyed, the only source from which to obtain information concerning the schools, down to about the year 1888, is the memory of those who resided in Weston during the early periods of the town's history, and even they can not recall the various changes in government and the succession of principals and members of the Boards of Education.

Many pay schools were taught in Weston before the Free School System was established in 1863. Prof. John Kierans, James O'Hara, Professor Seaman, Adelaide Bailey, George Duvall, Father Burke and Prof. John Murray, each taught one or more terms in the basement of the old Catholic church on the hill, perhaps on the lot where Hon. Robert L. Bland's palatial residence now stands overlooking the entire central portion of the town of Weston.

About the year 1870, before the brick school houses were built in Weston, Prof. D. B. Whitman, assisted by E. J. Wilson and Misses Barnes, Hall, and Hamilton, taught for a short time in what is known as the Ross property on lower Main street, then owned by the Board of Education; Mr. Samuel Steele also taught a few terms of school in that building. His assistant teachers were Miss Mary Hamilton, afterward the wife of Hon. R. G. Linn, Miss Mary Spaulding, and Miss Ella Hall.

Next in order of succession was George W. Crook who taught in the McBride building near the corner of Second and Center streets, and also in the King House opposite the Protestant Episcopal Church. Misses Hall and Hamilton were his assistant teachers. This school taught in the summer of 1868, was the first free school ever taught in Weston. Captain Crook was identified with the school work of Lewis County for many years as teacher and County Superintendent, and he represented the county of Lewis one term in the West Virginia Legislature.

Prof. George Crookes taught several terms of school in Weston, perhaps in the McBride building, the King house, and in the old Plant house in Germany, in the eastern portion of the town. About the year 1867 Robert C. Arbuckle taught in the Methodist Protestant Church, the

property now owned by Judge Linn Brannon. For a short time during the war this building was used as a soldiers' hospital.

In 1854-5 John Kierans undertook to erect a brick school house at the corner of Court and Third streets. He succeeded so far as to complete one or two rooms in which William Kenney taught a few terms of school. William Kenny was afterward a Chaplain in the Confederate army, and about the year 1876-7 he was a member of the state examining board and served as such with State Superintendent Benjamin W. Byrne. During an interval of delay caused, perhaps, by lack of funds, that portion of the building already completed by Mr. Kierans, was rented to a man by the name of Stazel as a dwelling house . Unfortunately, however, while he occupied it with his family the walls collapsed, the building fell to the ground, and Mrs. Stazel and one child were badly hurt.

The Board of Education acquired title to lots 15 and 16, on which the two brick school houses are located, by deed from J. M. Bennett, dated August 15, 1871, and in 1873 an eight-room brick house was erected by P. M. Hale; this structure is yet the best school house in the district.

Dr. Loyal Young, a Presbyterian minister, taught the first school in the Hale building, and Edwin S. Bland succeeded him as principal. Professor Crippin and H. H. Clark also taught in that building. Mrs. Amy Higsby was one of Professor Clark's most efficient teachers.

In 1876 Louis Bennett was elected principal for the next school year. His term as principal was one of the best in the history of the school; but having higher aspirations than teaching, he resigned and entered upon other work; he was succeeded by his first assistant, James Peterson, who was also an excellent teacher and a good disciplinarian.

In 1881-2 Prof. J. E. Connelly became principal of the schools. One of his most successful assistant teachers was Mrs. Mary Bland, the mother of Hon. Robert L. Bland, member of the West Virginia Legislature in 1906-7, and of Linn Bland, assitant cashier of the Citizens Bank of Weston in 1907. Mrs. Bland taught fifteen consecutive terms, and no teacher was more highly respected or better loved.

Other prominent educators who succeeded to the principalship were H. G. Lawson, Meigs Bland, T. W. Hale, Dr. George Edmiston, J. W. Bonner and J. E. Galford. Mr. Bonner's assistants in 1900 were, J. E. Connelly, Mrs. Mary Bland, Mrs. E. B. Arbuckle, and Misses Mary Tierney, Opal Oliver and Lucy Lockhart. Mr. Galford was a graduate of the West Virginia University and was thus admirably equipped for the work. He was also a graduate of the law department of that institution, and after serving only one year as principal, he engaged in the active work of the legal profession with as bright prospects, perhaps, as any young lawyer who ever practiced at the Weston Bar; but Father Time called him from earth to his greater reward in the life beyond.

Prof. F. L. Burdette succeeded Mr. Galford as principal and later was made superintendent. During his administration many important changes were made in the course of instruction. Another building known as the "Annex" was erected in 1885-6, and additional teachers were employed. Thomas I. Cummings, who has since become one of the successful lawyers at the Weston Bar, was appointed first assistant. Perry G. Alfred,

who in those days was one of Lewis county's most successful teachers, also taught for a time as first assistant in the Weston schools. At that time the superintendent received $100.00 per month, and the first assistant received from $50.00 to $60.00, while the primary teachers received $30.00. Mrs. Alice Young who taught so successfully for twelve or more years in the "baby room," received a few dollars more during part of the time. Mrs. Young served so long and so faithfully in the first primary room that, when in 1904 the death angel summoned her, there was sadness and sorrow in every home in the district.

In the year 1895, while N. B. Newlon was president of the Board of Education, and Prof. F. L. Burdette, Superintendent, a special act for the government of the schools of the district was passed by the West Virginia Legislature. Hon. Andrew Edmiston was then Lewis county's representative in the House of Delegates, and to him, perhaps, more than to any other person belongs the honor of having this important measure enacted, since which time the town schools have been divorced from those of the county. This special act among other things provides the following: "Annually on the first Monday in July, or as soon thereafter as circumstances will allow, the Board of Education shall appoint a superintendent of schools for Weston district and fix his salary; said superintendent, in addition to the duties specified in this act, shall perform such other appropriate duties with relation to the schools of the district as the Board may prescribe.

"The superintendent of schools for Weston District shall act as examiner for the district and it shall be his duty to examine all applicants for positions as teachers in the district; but no applicant shall be entitled to examination who shall not furnish satisfactory evidence of good moral character. The superintendent shall deliver to the Board of Education the manuscripts of each applicant with the grading thereon, and the board, after a thorough examination of said grading, shall instruct the secretary to issue certificates of qualification to said applicants numbering from one to three, according to the merits of the applicants, the different grades of certificates corresponding to the standard as required by the general school law. No certificate shall be granted for a longer term than one year, but a number one certificate may be renewed by the board on the recommendation of the superintendent. Examinations shall be held not later than the last Monday in July, at such time and place as the superintendent may appoint. The subjects for examination shall be prescribed by the superintendent with the consent of the Board. All applicants for examination shall pay a fee of one dollar. The superintendent may receive such compensation for holding examinations as the board may allow out of fees received for examining teachers; the remainder of such fees, if any, shall be paid into the building fund of the district.

"The Board of Education shall appoint all teachers for the public schools of any grade within the district and fix their salaries at a meeting held not later than the first Monday in August of any year; but no person shall be employed to teach in any public school of the district who shall not first have obtained a certificate of qualification to teach

a school of the grade for which the appointment is made, or who does not hold a State certificate. Teachers shall be subject in all respects to the rules and regulations of the Board of Education. All appointments of superintendent and teachers shall be in writing, and they may be removed by the Board of Education for incompetency, profanity, cruelty or immorality.

"The taxes to be raised as aforesaid for both teachers' and building fund in said school district shall not exceed the rate of sixty-five cents on every hundred dollars valuation according to the last assessment for State and county taxation."

In 1897, Buchanan White, formerly county superintendent of schools of Lewis county, and also a graduate of the Law Department of the West Virginia University, was appointed superintendent. He seemed to have inherited teaching tendencies, his father having taught more than thirty years in the schools of the county. Superintendent White discovered that the school work was not properly distributed, especially that of the higher grades. One teacher was often required to teach eighth and ninth grade branches, and sometimes one or two subjects from the seventh and tenth grades. In 1897 another teacher was employed for eighth grade work and his salary placed at $45.00.

Superintendent White received $80.00 per month, a reduction of $20.00 from what the former superintendent received, and this salary remained the same for several years when it was raised to $90.00, and then to $100.00. Still later the board raised the salary to $110.00, then to $125.00, and in 1906 to $150.00. Two teachers are employed for ninth grade work at $75.00 per month; two in the eighth grade at $65.00 per month. The seventh grade teacher receives $55.00 per month and all the other teachers, except L. O. Wilson of the colored school, who receives $65.00, are paid $50.00 per month.

In 1906 another year was added to the course, making eleven years instead of ten, and an additional principal employed at a salary of $85.00 per month. In 1897 there were twelve teachers in the district, whereas, in 1907 twenty-three teachers are employed, and two more are badly needed.

The enumeration has almost doubled in the district within the last eight years. In 1900 there were 633 children of school age in the district; in 1901, 683; in 1902, 709; in 1903, 778; in 1904, 854; in 1905, 1002; in 1906, 1071.

In 1904 an effort was made by the board of education to have legislation enacted providing for a bond issue of $50,000.00 to enable the district to provide more suitable houses. Hon. Geo. C. Cole, then a member of the Senate of West Virginia, afterward Consul General at Buenos Ayres, and later transferred to Dawson City, Canada, succeeded in having such an act passed in the Senate, but by inadvertence, the matter was delayed in the House of Delegates until it was too late to have it presented at that session.

In the spring of 1906 the board of education called an election as required by law, to determine the will of the voters of the district in regard to a bond proposition, and fixed the amount at $75,000.00. This proposition was defeated by a few votes. Again in November of the same year,

at the general election, the proposition was presented to the voters of the district, but it was defeated by a greater majority than before. The result is, the district is without adequate school buildings and without prospects for anything better in the near future.

The schools of the district are divided into Primary, Grammar and High School Departments, and into eleven grades. They are in session eight months in the year, usually beginning on the first Monday in September.

The public school library was started in 1892; it has been supported by a small allowance out of the building fund of the district, and by the generosity of a few friends of the school who have donated books. Most of the money expended in the purchase of library books was obtained from proceeds of entertainments given by the pupils of the school at the close of its yearly sessions. In 1897 there were about three hundred and fifty books in the library, whereas, at the close of the school year in 1905 there were more than eighteen hundred volumes.

The Board of Education purchased sectional book cases for the library in 1904, and these add very materially to its appearance and convenience. Receipts from entertainments for the benefit of the library since 1897 are as follows: In 1898, $105.80; in 1899, $113.40; in 1900, $136.99; in 1901, $166.10; in 1902, $164.50; in 1903, $180.72; in 1905, $266.30.

There are two brick school houses in the district, one of four rooms and the other of eight. The four-room building originally had three rooms, two on first floor and one on second; but in order to provide for an emergency a folding partition was so placed in the large room as to divide the space into two rooms.

The Board of Education owns a lot 72½ feet wide by 150 feet in length on which are located two frame buildings, one of two rooms and the other of four. One of these buildings was originally a dwelling house, and the other was built by the board for temporary use only. All of these rooms are too small and inconvenient for school rooms. The board rents four rooms in the district, none of which are commodious or convenient for school purposes.

Wheeling Public Schools.

BY H. B. WORK, SUPERINTENDENT.

The Free School System of Wheeling was first organized in 1848, the first public school having been opened in October of that year. This organization probably took place under an act of the Virginia legislature of March 5, 1846. Regarding this action but little information is available.

The first city school organized under this provision was that located in the third ward, which opened on the first Monday of October 1848. The school was conducted under the supervision of Mr. A. J. Haile, as principal, assisted by his wife. The whole number of children enrolled during the quarter ending Dec. 22, 1848, was 226; remaining at the close of the quarter, 214.

The average daily atendance of the boys was 118; of the girls 68, a total of 186.

Schools were opened in the First, Fourth, and Fifth Wards in 1849. The school in the Second Ward did not open until sometime later than the others. A minute of the board shows that work was begun upon it in the spring of 1849. In the meantime a new law had been passed and a very great change made in the organization of the system.

"Thus the first public school system introduced into the southern states was that of Ohio County, Virginia; and the first public school established in the South was the Third Ward Public School in the city of Wheeling. Shades of Berkeley! What an innovation!" (History of Ohio County—Judge G. L. Cramer.)

The history of the public schools of Wheeling *as a separate and independent* district begins in 1849, when an act was passed by the General Assembly of Virginia separating the city from the county and placing it under the control of a separate and independent board. This act passed the Legislature February 23, 1849. At once preparation was made to carry out the provisions of the act. The first record shows that a meeting for the purpose of establishing the schools of the district was held March 27, 1849. The minutes of this meeting began as folows:

"Pursuant to an act of the General Assembly of the State of Virginia entitled 'An Act Concerning District Public Schools in the County of Ohio,' passed Feb. 23, 1849, the clerk of the city of Wheeling whose duty it became, under the law aforesaid, issued a writ for an election to be held on the fourth Monday of March 1849, for one school commissioner and two school trustees for each ward in said city, and the officer whose duty it was to conduct said election, having made due return thereof as required by said act, it appears from said returns that the following named persons have been duly elected school commissioners of said city, viz: For the first ward, Thomas Johnson, Sr.; for the second ward, William S. Wickham; for the third ward, Morgan Nelson; for the fourth ward, Richard W. Harding; for the fifth ward, Henry Echols; to continue in office until the fourth Monday in January, 1850."

Morgan Nelson was chosen at first President of the Board of Commissioners, and George W. Sights, clerk. Among all those named as commissioners and trustees at the organization, there is not one now living.

The schools went into operation under many difficulties, but the opposition was slowly overcome, and the public school system thus became established in this city before the formation of the present State of West Virginia. When the system went into operation the city contained nearly 10,000 inhabitants, and for a number of years the aggregate attendance in the schools was about 1,000. Five school buildings were provided, one in each ward, each having two main school rooms, one for the boys and one for the girls.

The records show that the commissioners during the first years had very much to contend with. New houses were to be built, and the schools were to be equipped. Money had to be borrowed, rules provided, courses of study mapped out, text-books to be agreed upon, and in fact every thing taken from the hands of individuals and done by officials.

LEWISBURG FEMALE INSTITUTE, LEWISBURG.

Not to be taken away

It is worthy of notice and remark that very wise provisions were made. The rules then adopted for the government of the board and the schools have come to us with some modifications and additions.

One of the first subjects considered by the board of 1849 was the establishing of a High School. The following is found as part of the minutes of the first meeting. "On motion, Messrs. Johnston, and Wickham were appointed a committee to select a proper site for the erection and establishment of a central High School, and make report to this board." Subsequent records show that a site was procured, but no building was erected. After some years this site was sold and the matter of a Central High School dropped for the time being.

At the time the free schools were first organized the total available fund for school purposes was $5,921.52. In order to continue schools in session from the "first Monday in October to the second Friday in July," all parents were required to pay for each pupil one dollar per term, or three dollars each year, to supplement the Literary Fund, and levy.

The schools were continued under the provisions of this act of 1849 for about sixteen years. The struggle of the Civil War brought about the rending of Virginia, and West Virginia became a State of the Union in 1863, and by its constitution a free school system was provided for the whole State. Such had not been the case in Virginia, no general law providing public schools for the whole state had ever been passed, but special laws for particular counties had been passed.

The Legislature of West Virginia passed an act on the 2nd day of March, 1865 constituting the city of Wheeling an independent school district, to be known as the School District of Wheeling. Thus since the Act of Virginia in 1849 the schools of the city have been carried on independently of those of the county or state. The act provides for a Board of Education to be made up of three members from each subdistrict. The members of this board are elected for six years one-third being elected every two years. Under the old regime there was no city superintendent, the work of each school was directed by its own principal. There was a lack of unity and in many respects the system was faulty and imperfect.

When the schools were organized under the new law in 1865, there were six school districts as follows: Washington, Madison, Clay, Union, Centre, and Webster. Ritchie, which is now the largest district in the city, was added in 1872.

F. S. Williams, formerly a principal of one of the schools, was appointed Superintendent for the district of Wheeling August 2, 1865. This position he filled with marked ability until October, 1875 when he resigned his office. He died in Minneapolis, Minn., some seven or eight years ago. In November, 1875, John C. Hervey was chosen Superintendent of city schools. He was a member of the graduating class of Washington College of 1847, of which James G. Blaine was a member. He filled the position in a most satisfactory manner until his death, which occurred in May, 1881. John M. Birch, formerly principal of Linsly Institute in the city, was chosen Superintendent June 16, 1881, by a unanimous vote of the Board of Education. As Superintendent he was active

and energetic, and under his administration the schools progressed rapidly. Superintendent Birch resigned in July, 1885, having accepted the position of Consul to Nagasaki, Japan. On July 17, 1885, W. H. Anderson, formerly principal of Union School, was elected Superintendent. His administration was marked by a steady growth in the breadth and efficiency of the school work. Mr. Anderson was active in all state and national organizations, and was well known to the leading educators of the nation. After eighteen years of successful service in this position, and twenty-four years of service in the city schools he resigned and was succeeded July 16, 1903, by David E. Cloyd, formerly School Visitor for the General Education Board of New York. Mr. Cloyd's period of service was terminated Oct. 1, 1904, and H. B. Work, the present Superintendent was chosen as his successor. Mr. Work has been identified with the city schools for the past nine years having been elected principal of the High School on its establishment in 1897.

There has been a constant and steady growth in the development of the school system in all the years of its history. It has kept pace in buildings and equipment with the steady increase of population; and in methods of teaching breadth of course of study, and facilities for instruction it has kept abreast of all solid educational advancement in cities of its class throughout the nation.

The German language was made a branch of instruction in the elementary schools more than thirty years ago. Music, under the direction of a supervisor has been a part of the work of the schools since 1889. Drawing was added in 1896. High School subjects were taught in the higher grades (called Grammar Schools) in every ward, and large classes were graduated every year. In 1897 provision was made for the establishment of a High School to replace the Grammar Schools. This school opened October 5, 1897, the enrollment for the year was 279. A principal and seven teachers did the work for that year. The course of study has since been expanded until a principal and ten teachers are required to maintain the different departments of instruction.

There are at present thirteen buildings in use for school purposes. The teaching force consists of the Superintendent, nine principals, two supervisors, one hundred and forty-eight regular teachers in the elementary and high schools and five special teachers of German in the elementary schools.

The course of study in the elementary grades covers a period of eight years and includes thorough drill and instruction in all the so-called common school branches.

There are four parallel courses of study open to High School pupils each of them covering a period of four years. These are designated respectively as, English, Classical, Literary and Commercial. A part of the work of each course is prescribed, the remainder is elective.

Pupils pass directly from the elementary schools to the High School when they have successfully completed the work prescribed for those grades. There are no special examinations for pupils of the city schools for entrance to the high schools. Pupils from other high schools of recognized standing are received upon their records as furnished by the

schools which they have attended. Other pupils desiring to enter do so after examination.

The High school contains three splendidly equipped laboratories:—one for chemical experimentation, one for Physics, and the third for Botany. A fair reference library has been accumulated. Only those books which are in greatest demand have as yet been secured because of the large section of reference books in the public library which is available for school pupils.

The Lincoln school for colored children also maintains a high school department having the same courses of study as the central high school. The enrollment in this school is not large, so that there has never been a demand for all subjects of study included in the courses.

Since its establishment in 1897 the enrollment at the High School has varied from 238 to 298 per year. The total number of graduates has been 267, of whom 67 were boys and 200 girls. There have been 24 graduates of the Lincoln School of whom 6 were boys and 18 girls.

In concluding this sketch of the Wheeling schools it should be said that the schools to-day are well equipped; the teachers are earnest and enthusiastic, the Board of Education desirous of doing whatever will permanently advance the educational interests of the community. With the substantial foundation laid in the past and with the present encouraging conditions, the educational work of this community should continue to maintain its present high state of efficiency and keep its present position abreast of the best educational thought and practice of our country.

History of the Public Schools of Williamson.

BY MISS MAY WILES, MRS. EFFIE WARD AND C. R. MURRAY.

Mingo County was created in 1895 by an act of the Legislature which cut in half the old County of Logan. Williamson, which two years before had been an old pasture field was made the county seat.

The region has been largely peopled by the descendants of the early settlers who established their Lares and Penates on the banks of the placid Tug River because the hunting and fishing thereabouts were good, and work was not absolutely necessary to a comfortable existence. Education was considered somewhat of a luxury in the early days,—a veneer which the stalwart Nimrods and Isaac Waltons despised. Money was scarce, teachers hard to be procured, and school houses hardly at all.

Prior to the establishment of the town, however, there stood a little log cabin, used for a school house, near the location of the present Norfolk and Western passenger depot. When a master could be had school was usually "kept" here about four months out of the year. Away back in the earlier days it had been kept by many a master of "ye olden time," of about the type that then prevailed, who, with birchen rod in

hand, diligently taught "readin,' writin', and 'rithmetic," without neglecting McGuffey's old blue backed speller. Not a few of the older citizens of the town obtained their education mostly at this unpretentious temple of learning.

With the growth of the town various other buildings, usually rented, and very ill-suited to the purpose, were used for school rooms, and finally in 1900 a large and commodious frame structure was built on an eminence at the rear of the town. This building still stands on the same lot and at the rear of the large brick building now in course of construction. It will probably soon be dismantled.

Perhaps the greatest detriment to the ducational advancement of the town was the fact that for many years the Board of Education which controlled the public schools was mostly composed of members who were non-residents of the town, and who did not realize, perhaps did not care about the real educational needs of the town. These were frequently residents of remote rural districts, and the greater part of their time and attention was apparently given to other interests than those of the town school. There were many teachers of earnestness and ability who taught during this time. prominently among whom might be mentioned Mrs. C. E. Stevenson (nee Miss Edna Harris), Professor Payne who came here from New York, Mrs. Chafin, and the much respected Squire J. F. Keyser. But the school was lacking in all the advantages that pertain to a well ordered organization and the best of teachers could not secure the results which their efforts merited.

By the year 1905 the citizens of the town had come to the conclusion that their interests demanded a separate organization from the rest of the towns of the District so they went to the Legislature and secured the formation of an independent district. At the election of a Board of Education the following gentlemen were elected:

Mr. Anthony Thompson; Dr. S. J. Tabor; Mr. G. R. C. Wiles; Mr. C. E. Stevenson; Mr. E. F. Randolph. With the exception of Mr. B. R. Bias, appointed to the vacancy caused by the resignation of Mr. Thompson, the membership of the board remains yet the same. Mr. W. L. French was chosen as Secretary. This membership constitutes a board of unusually high ability and whatever advances the schools have yet made are largely due to their administrative skill.

Below is given a list of teachers who have taught within the limits of the town back to its incorporation in 1893. The short terms of service and continual changing which do so much to hurt the efficiency of our rural schools are well shown in this list, for it was rarely that a teacher was allowed two terms of consecutive service. The list is as furnished by Mrs. C. E. Stevenson, with the exception of one year. It will be seen that the principal immediately preceding the formation of the independent district was Professor Payne. He came here from the North, where he had served in important positions in the schools of New York and Pennsylvania, and probably did as good service in this position as the condition of the school under the magisterial district board would allow.

1893-4 Miss Edna Harris.

1894 - Mr. Clingingpeel and Mr. Slater.
1895 - 6 Squire J. F. Keyser and Miss Cordie Tiller.
1896 - 7 Mrs. Harry Lawson and Mrs. Simpkins.
1897 - 8 Mr. Clingingpeel and Mrs. Hutchinson.
1898 - 9 Mr. Simpkins and Miss Clark.
1899 - 1900 Mrs. Stephenson and Mr. Floyd Alley.
1900 - 01 Mr. P. Clay and Mr. Stone.
1901 - 02 Mr. P. Clay, Mr. Stone, Mrs. Stone.
1902 - 03 Mr. Clay, Mrs. Stephenson, Mrs. Chafin.
1903 - 04 Prof. Payne, Miss Wiles, Mrs. Chafin.
1904 - 05 Prof. Payne, Mrs. Stephenson, Mr. Slater.

After the formation of the Independent District Mr. C. R. Murray, then principal of the Piedmont Schools, was elected to the newly created office of Superintendent of Schools. The following corps of teachers was elected: Miss Elza Williams, Miss Mary Wiles, Miss Katharine Kearney, Mrs. Effie Ward: Miss Rosa Smith was teacher of the colored school. For the year of 1906-7 the same teaching force for the white schools was elected, with the addition of Miss Ida Harris, and Miss Persis Sherman; Miss Mary Clifford was elected to the colored school, but had to resign on account of sickness, and the place was filled with Mr. L. D. Lawson.

The present outlook of the Williamson Public Schools is good. A fine large brick building is nearing completion, which will ultimately be a twelve room building. The schools have instruction in music and the Bible throughout all the grades, which constitute a somewhat unusual addition to the course for a small school. The school is organized with reference to the use of the so-called "Batavia" system of individual instruction. Many improvements are contemplated as soon as it is possible to adopt them; and it is the determination of the Board of Education to make the school system one of the best in the State.

The schools have not neglected to perform their part in the great school library movement that is in progress all over the State. As the result of a years work in this direction a well equipped school library of about 500 volumes has been secured, and forms an important part of the working equipment of the school.

The population of the town is now about 3500 and when the public schools enter their fine new home next year, the town will be quite well provided for in an educational way, for in addition to the Public Schools the General Assembly of the Presbyterian Church maintains a Presbyterial Academy, which employs several teachers under the supervision of Professor Morrison, who is a thoroughly competent school man.

DENOMINATIONAL AND PRIVATE INSTITUTIONS.

Bethany College.

BY PRESIDENT T. E. CRAMBLET.

The charter of Bethany College was procured from the Legislature of Virginia in 1840 by John C. Campbell, of Wheeling. The establishment of an institution for the promotion of higher Christian education was for many years the cherished purpose and desire of Alexander Campbell, the illustrious founder. When fifty years old, he published in the Millennial Harbinger, the plan and purpose of the institution which a little later, he inaugurated at Bethany. The first session of the college was opened in the fall of 1841. Mr. Campbell insisted that as the Bible is the basis of the highest and truest culture, it should form an integral part in the college education. For a long time, Bethany was the only American college using the Bible as a text book. Until recent years a great majority of the colleges and, what is even more surprising, many theological seminaries had no place in their course for a systematic study of the Bible.

The first faculty of Bethany College was as follows: Alexander Campbell, President and Professor of Mental Philosophy, Moral Science, Political Economy and Sacred History; Prof. A. F. Ross, Professor of Ancient Languages; Chas. Stewart, Professor of Mathematics; W. K. Pendleton, Professor of Natural Philosophy, Astronomy and Natural History; Robt. Richardson, Professor of Chemistry; W. W. Eaton, Professor of English Literature.

The first classes each day met at half past six in the morning. That was the hour of the President's lecture on sacred history, for Bible reading and worship.

There were no graduates until July, 1844. During the sixty-three years of Bethany's honorable and useful history, almost ten thousand young people have entered her halls as students. Thousands of these have graduated in the several departments. In the roll of Bethany's students and Alumni, the ministers of the gospel far outnumber those of any other calling. Never a class has graduated without having in its number, a goodly portion of ministerial students. However, Bethany takes quite as much pride in the rank as in the number of the ministerial alumni. Many are men of pre-eminent ability and scholarship. No less than twenty of these are serving, or have served as presidents of American colleges and universities. Eternity alone can measure the honorable and faithful part Bethany trained men and women have filled and shall yet fill in the world's work.

It must not be understood that Bethany is a college solely for ministerial training. The Ministerial Course is only a department of the college. The courses offered are: the Classical, Scientific, Ministerial, Philosophical, Civil Engineering, Normal, Music, Art, Oratory, Bookkeeping; Shorthand and Typewriting.

While a distinctly religious atmosphere is maintained, and while most of the students and professors are connected with the religious body known as the Disciples of Christ, yet it is maintained that the college is not sectarian. No religious test is required of professors, students or trustees. Almost every religious body is represented in the student body and all are accorded the right to choose in these matters for themselves.

Dr. F. D. Power, in his life of Dr. W. K. Pendleton, thus truthfully speaks of Bethany's service to the religious world: "It was not the gigantic figure of Campbell alone, however, that made Bethany, nor his modest press that shook the world of religious thought. The college founded by him, and the multiplication of that single voice by a thousand voices, pleading for the return of God's people to the ancient and Apostolic order of things, have moved society as no single person, however great, could move it. Evangelists, missionaries and teachers have gone out from this fountain head, establishing churches and missions and schools and colleges and printing presses and these in turn have become centers of light, and, leading and moulding the thought and moving the lives of hundreds of thousands. Eliminate Bethany from the history and work of the movement of Mr. Campbell and what would it be? How the streams would narrow and dry up! This great and good man, to whom more than to any other in the wonderful nineteenth century, where God placed him and to whom the whole world of Christendom owes a debt, was far sighted when he laid the foundation of an institution of learning among the hills of Virginia. He knew how mightily it would increase the force of his plea. He was not mistaken."

Alexander Campbell, the first President of the college, presided over its destinies until his death in 1866. He was succeeded by his son-in-law, Dr. W. K. Pendleton, who had been a professor in the institution since its founding in 1841. W. H. Woolery was the third president. His administration, which gave promise of greater things, was abruptly terminated by his sudden and untimely death in 1889. A. McLean was chosen to succeed Mr. Woolery, and after two years, he resigned, and Hugh McDiarmid became the fifth president. B. C. Hagerman filled the office for four years and J. M. Kersey for two years. The present occupant of the office is Thomas E. Cramblet, A. M., LL. D., who was elected to the office in August, 1901.

The condition and prospects of the college, at this writing are regarded by the friends generally as the most hopeful for many years. The attendance has been more than doubled during the past two years. Last session, 1905-06, the total enrollment, not counting the matriculation in the summer school, was 264. For the present session, 1906-07 the attendance is considerably larger than the last. and will reach almost, if not quite 300.

The college now has $200,000.00 of productive endowment besides some $25,000.00 more, which will become productive later on. The funds of the institution are invested permanently and safely through the agency of the Mercantile Trust Co. and the Fidelity Title & Trust Co. of Pittsburg, Pa. An effort is being made to add another $100,000.00 to the endowment fund.

The college buildings have been thoroughly repaired and are in better condition than for many years. The Phillips Hall, the dormitory for young ladies under the competent care and supervision of the Dean of Women, is an ideal home for young ladies.

The transformation of Commencement Hall into a modern, thoroughly equipped dormitory for young men has been completed and is a most gratifying success. Both dormitories are supplied with steam-heat, electric lights, baths, sewerage, and all the modern conveniences.

The college has just completed a new $20,000.00 library building, the gift of Mr. Andrew Carnegie. This is a three story building and adds much to the general equipment of the college. In 1905 a new gymnasium was erected. This, in all respects, supplies the need of the student body for Physical Culture.

Bethany has been somewhat hindered in her growth by being located seven miles from the railroad station at Wellsburg. This disadvantage is about to be removed. A first class trolley line connecting with Wheeling, Steubenville and other Ohio valley cities, is at this writing almost completed to Bethany, and within a few weeks Bethany will have half-hour service to and from these cities.

With a larger attendance than ever before in her history, with the largest endowment the college has ever had with modern dormitories, for both men and women, with electric lights and water works, with a new library building, new gymnasium and a new trolley system; with buildings repaired and in good condition; with a competent faculty of sixteen able instructors, and, above all, with the renewed confidence and co-operation of thousands of friends, Bethany's future promises even greater things than her glorious past.

West Virginia Wesleyan College.

BY PRESIDENT JOHN WIER, A. M. D. D.

The educational institution at Buckhannon, maintained by the West Virginia Conference of the Methodist Episcopal Church, is one of the finest educational institutions of our State.

In West Virginia many years ago the Methodists supported an academy at Clarksburg. The unhappy misunderstanding and division of 1844 proved fatal to this school, and for over forty years the Methodists of the State were without a school of their own. After the Civil War was over and the new State firmly established, American Methodism celebrated its centennial in 1866. At this time much work for education was done in the country, and West Virginia Methodists began the effort for

ALEXANDER CAMPBELL,
Founder of Bethany College.

NEW LIBRARY BUILDING, BETHANY.

a school which never entirely ceased until, after years of waiting, it was rewarded with great success.

In 1876 Buckhannon presented to a committee of the West Virginia Conference a subscription of $6,750.00 for the location of a seminary in the town; but the Conference did not accept the offer then. In 1883 the conference appointed a committee on the centennial observance of the formal organization in 1784 of the Methodist Episcopal Church. This committee recommended the establishment of a seminary as an important object for the gifts of the people. In 1884 the Conference was held at Buckhannon, and it appointed a Board of Trustees for the proposed Seminary. This consisted of A. J. Lyda, Chairman; L. L. Stewart, Secretary; D. H. K. Dix Treasurer; T. B. Hughes and Samuel Steele.

This board received contributions during the year and in 1885 the conference elected a board of eight ministers and eight laymen whose duty it was to receive proposals for the erection and endowment of a seminary, the conference to decide where it should be located. The ministers were A. J. Lyda, L. H. Jordan, J. A. Fullerton, Samuel Steele, E. H. Orwen, L. L. Stewart, H. J. Boatman and A. B. Rohrbough. The layman were H. C. McWhorter, H. K. List, J. C. McGrew, A. M. Poundstone, B. F. Martin, Samuel Woods, Henry Logan and Nathan Goff. Judge McWhorter and Capt. Poundstone, are still on the Board of Trustees. In 1886 death removed Dr. Samuel Steele and Hon. Nathan Goff. Rev. J. W. Reger, D. D., was chosen in place of Dr. Steele, and his name is very closely connected with the whole history of the Seminary. In place of Mr. Goff, John A. Barnes was chosen and he is still on the board.

Various places in the State were desirous of securing the location of the Seminary with them. Parkersburg and Elizabeth may be mentioned among these. On July 13, 1887, the trustees met at Philippi to decide upon the place, and the vote was in favor of Buckhannon. Two days later the trustees proceeded to Buckhannon to select a site but did not succeed. On August 29th they met again and purchased a tract of a little over forty-three acres for $5,551.87. In October 1887 the conference met at Parkersburg and these proceedings were ratified. The trustees were also directed to proceed with the erection of buildings. The main building was finally completed during the summer of 1890, and on September 3rd of that year the school was opened. A month later the conference, which was in session at Weston, came in a body to Buckhannon, and the building was dedicated by Bishop Cyrus D. Foss. From the opening to the present the school has moved forward in a career of unbroken prosperity.

The first president of the institution was Rev. B. W. Hutchison, A. M., B. D. Mr. Hutchison was a native of Pennsylvania. He graduated at Ohio Wesleyan University and then entered the ministry. Later he went north and graduated at the Theological School of Boston University, and from there went into the New England Southern conference. While a pastor at Providence, R. I., he was chosen president of the new institution. Mr. Hutchinson was a man of scholarly instincts, high standards and excellent business qualities, and much of the success of

the school is due to his energy and wisdom. Early in 1898 he resigned to accept a similar position at Lima, N. Y. He has been successful there, and in 1901 he received the degree of D. D. from Syracuse University.

President Hutchison began with a faculty of three teachers besides himself. During the first year three more were added. There were seventy pupils enrolled during the first term. During the year 201 different students received instruction. From that time on every year until the fire in 1905 had larger enrollment. The enrollment of the year before the fire (1904-5) was 550. Since the restoration from the fire the enrollment is rapidly growing.

The work in the school has been continually increasing. At first it was confined to common English branches and the elementary classics pursued in preparation for college. Then a musical department was added and a department of art followed. In the spring term of the first year a business department was added and all these varieties of work, have been constantly maintained.

The tendency has been to raise the standard for admission and constantly add studies of higher and higher grades. The school was chartered with full powers, but not till June, 1903, did the Board of Trustees raise the courses to full college grade. The standard is that prescribed by the University Senate of the Methodist Episcopal Church, and these courses have been approved by the Senate.

In 1891 five persons, one man and four women, received diplomas as the first graduating class. The first male graduate was William B. Cutright, now a lawyer in Buckhannon. The class of 1906 numbered 49. There have been in all over 400 graduates from the various courses. 1905 saw the first graduates in regular college work.

In 1895 the State Legislature passed a law which authorized the State Board of Examiners to grant teachers' certificates to graduates of the Seminary. This to some extent makes it a State Normal School; but there is no connection with the State government except by this recognition of its work. It has sent out a large number of teachers to the public schools of the State, besides those who are teaching in private schools in other states. In the Seminary diplomas are given in the Classical, Scientfic, Literary, Normal, Musical, Engineering and Commercial Courses. Besides these, certificates are given to students of the Business College who complete short courses. In the college the usual degrees are conferred.

Like most schools in this section of the country the institution is co-educational. Ladies and gentlemen are admitted on terms of perfect equality and work together in the classes without any unpleasant results. A reasonable amount of very pleasant romance has grown out of this fact and thus far the history of the school is free from any tale of scandal. It is hoped and expected that it will always continue so.

The moral and religious tone of the school has always been high. While it was established and is controlled by one religious denomina-

tion, it has never been sectarian. Several different churches have been represented in its faculty and its students have been from a great variety of denominations. Even Jewish pupils have been received and treated with perfect courtesy in the work of the school. No institution could be more free from religious bigotry, and the clergymen of all the Buckhannon churches are in most pleasant relations with the school. The students themselves choose which church they will attend in the town, and on any Sunday in term time students can be found in every local congregation.

The buildings are on a hill rising with a gentle slope in the southeast part of the town. They consist at present of the administration building, the ladies' hall, conservatory of music and the president's residence. The first is an imposing edifice built of brick. It contains the necessary offices, many recitation rooms, two halls for literary societies and a chapel which will seat 1500 people.

President Hutchinson resigned in February, 1898, and from then until the close of the vear the Seminary was in charge of Professor Frank B. Trotter. In the following June the trustees elected the Rev. S. L. Boyers, A. M., D. D., to the presidency of the institution. Mr. Boyers was a native of West Virginia, but as a student and clergyman had for some time been absent from the State. He was a graduate of the Ohio Wesleyan University and at the time of his election was pastor of an important church at Ada, Ohio. He continued in charge of the Seminary for two years. The progress of the school continued under his administration. After two years Mr. Boyers resigned the presidency and returned to pastoral work. Rev. John Wier, A. M., D. D., succeeded President Boyers in June, 1900, and is now the president of the institution.

The Board of Trustees consists of twenty-eight members, half ministers and half laymen. Hon. H. C. McWhorter, Judge in the Supreme Court of Appeals of the State, is President of the Trustees.

It is appropriate that special mention be made of a few of the teachers of the school who have been conspicuous in its development. First among these is Professor Frank B. Trotter, A. M., who has been with the school since its founding. Professor Trotter is a graduate of Roanoke College, and completed special post-graduate courses at Harvard University. As an instructor in Latin he has few superiors. As an administrator he has given ample evidences of his ability. Since 1894 he has been vice-president of the institution. Professor Trotter has had to do with every one of the hundreds of graduates sent out by the Seminary and College, and the impress thus made upon the State is incalculable. Professor Trotter is prominent in church affairs, and sat in the General Conference in 1900.

Another instructor whose hand has been felt on West Virginia education is Professor W. O. Mills, Ph. B. Professor Mills graduated at Otterbein University. He came to Buckhannon to assume the principalship of the United Brethren Academy. When the Academy closed in 1897, Professor Mills was secured for the Seminary faculty. He is an able teacher and a gentleman of the highest character. Professor Mills has

had charge of the department of mathematics since his coming to the school, and is a civil engineer of ability.

A name which could not be omitted in an account of the fashioning of the school is that of May Esther Carter, B. L., the first preceptress. Miss Carter is a graduate in Arts of the Ohio Wesleyan University. She came to Buckhannon in 1895 to assume charge of the new Ladies' Hall. Her deeply spiritual character, cultivated mind, and high ideals early gave elevated tone to the life of the hall. The hundreds of young women who came under her influence during the six years of her incumbency are a power for education and goodness throughout the State. Successful co-education depends in large measure upon those directly in charge of the young ladies.

The library of the school consists of some 7000 volumes. These books are chiefly donations of friends. In 1901, through the influence of Miss Adelaide R. Tompkins, of Pittsburg, Pa., the reading room was refurnished and a goodly number of volumes added to the library.

Through the gifts of Dr. D. K. Pearsons of Chigago and others, the college possesses a substantial endowment.

In Feb. 1905 fire destroyed the college building. A new one, costing with related plants some $80,000.00, has been erected in its place.

Morris Harvey College.

BY PRESIDENT D. W. SHAW.

This institution is the property of the Methodist Episcopal Church, South. It was incorporated as Barboursville Seminary in 1888, under the direction of Rev. T. S. Wade, D. D., who was then Presiding Elder of the Charleston District.

Dr. Wade, with the assistance and co-operation of the citizens of the community, obtained valuable property with commodious buildings for school purposes in the town of Barboursville, Cabell county, W. Va., which is situated on Guyandotte river seven miles from its confluence with the Ohio. It is accessible from all points, being on the C. & O. railroad, one of the great routes, which makes close connection with all other roads in the State and neighboring states. This location is unsurpassed for healthfulness, and is remarkably free from evil influences, there being no saloons within ten miles of the place.

The school was opened in September, 1888, with the following faculty: Rev. T. S. Wade, D. D., President and professor of mental and moral science; Rev. G. W. Hampton, Vice-President and professor of mathematics and ancient languages; Geo. A. Proffit, master accountant of bookkeeping and assistant in mathematics and science; Mrs. G. A. Proffit, B. Sc., professor in German and English literature; Miss Florence Miller, teacher of French and rhetoric; Miss Maggie Thornburg, teacher of vocal and instrumental music.

During this first year, which was an experiment, the success was

beyond the expectation of the most sanguine friends of the school, there being necessarily much to do in order to get the institution in running order. At the close of this year the entire institution was turned over by the trustees to the Western Virginia Conference to be continued as a Conference college under the auspices of the M. E. Church, South, and the school was continued during the year 1889 with the same faculty. At its close the president and vice-president resigned and Prof. Robt. W. Douthat, A. M., Ph. D., was elected president, and Rev. W. W. Royall, D. D., vice-president of the college. Professor and Mrs. Proffit and Miss Maggie Thornburg continued as a part of the faculty

Dr. Douthat was a very efficient president and leader, and did good work for the college, but resigned in 1895 to accept the Chair of Ancient Languages in the State University at Morgantown.

The Rev. J. M. Boland, D. D., pastor of the Methodist Episcopal Church, South, at Parkersburg, was called to the presidency to succeed Dr. Douthat. Dr. Boland made an educational campaign throughout the Conference, in the hope of bringing the college before the people. Early in 1896 he resigned to return to the pastorate, and was succeeded by the vice-president, J. P. Marshall, A. M. Proffessor Marshall was connected with the college for several years as teacher and filled out the year 1895-6, as president.

In the summer of 1896 the trustees elected T. C. Atkeson, A. M., Ph. D., President; but he resigned at the end of the year to accept the Chair of Agriculture in the State University at Morgantown.

In 1897 the Rev. Zephaniah Meek, D. D., was called to the presidency and served one year. Dr. Meek is a man of strong character and was at one time a leader in his Conference.

Rev. S. F. McClung, D. D., became president and educational agent in 1898, serving two years. The college was very dear to Dr. McClung, and he sought in every way possible to advance its interests. After his resignation he returned to the ministry, and fell at his post in Catlettsburg, Ky., February, 1903.

In 1900 D. W. Shaw, A. M., the present incumbent, was called to the presidency. His administration has been characterized by an increased interest, and a complete transformation in the affairs of the college.

Prof. Shaw has been identified with school work all his life. He has associated with him the following: J. M. Skinner, A. M., Ph. D., a man of wide and successful experience; Miss M. Willa Bowden, A. B., Professor of Latin, German, French and English Languages; W. O. Ropp, Master Accounts, Commercial Branches and Mathematics; Miss Frances Louise Ellison, M. E. L., Music and Elocution; Prof. D. Blain Shaw, A. B., Music—String and wind Instruments; Miss Mariah S. Tipton, English and Dean of the Department of Women; Elizabeth J. Warner, Assistant in the Department of Women; Prof. J. L. Stewart, Mathematics and Dean of the Department of Men; Miss Nonie Ford McKnight, Assistant in Department of Music, and Miss Bessie Miller Art.

The college was known as Barboursville College till May 27, 1901, when, in consideration of the benevolence and beneficence of that prince in Israel, Mr. Morris Harvey, in the gift of several thousand dollars

to the school, the Board of Trustees thereof changed the name to the Morris Harvey College. The charter has been renewed under this name, the buildings and premises have been greatly improved and beautified, and the equipment for school work, including apparatus, has been liberally increased and strengthened.

It is a school wherein the most rapid progress can be made by those who wish to develop, refine, and equip themselves for the best work in life. It seeks to develop faith in Christianity, and a sensitive conscience along the line of the Decalogue and the Golden Rule; and it furnishes the most thorough, systematic and accurate literary and scientific instruction in accordance with the plan developed and approved by the most successful educators in the world. In short, it is "progressive, but not reckless; conservative, but not fossilized."

A three-story dormitory for young ladies, capable of accommodating fifty students, besides the family in charge, has just been completed, and is occupied.

A four-story brick building for gentlemen has been erected capable of accommodating seventy-five students. This building is to be ready for occupancy at the opening of school next September. Epworth Hall formerly used as a dormitory for men has been converted into a music hall. All the buildings are supplied with water under pressure, are lighted with electricity and heated with steam.

The courses of study offered are the Normal and Classical, at the completion of which a proper certificate is granted in the Normal Course, or the degree of A. B. is conferred in the Classical Course. Besides these, there are offered special courses in Music, instrumental and vocal, Art and Business, including shorthand and typewriting, at the completion of which, certificates are granted.

The real estate of the college has been augmented within the past year by the purchase of over twenty-one acres of land. On this the men's building above mentioned, has been erected. On this land is also a large residential building which will be used as the men's dormitory the rest of the present college year, and will later probably be converted into a gymnasium for women.

The institution is under the immediate charge of a Board of Trustees appointed by the Annual Conference.

Following are the names of the members of this Board:

D. W. Shaw, *Ex officio* Chairman.
G. W. Harshbarger, Esq., Secretary.
Geo. E. Thornburg, Esq., Treasurer.
Rev. W. I. Canter.
Rev. Ernest Robinson.
Rev. A. Lee Barret.
Rev. C. N. Coffman.
Hon. H. G. Armstrong.

The Conference Board of Education has supervisory powers over this school and all the other educational interests of the Conference. This Board consists of:

Rev. J. W. Herring, President.

Rev. I. N. Fannin, Secretary.
Rev. J. W. Crites.
U. V. W. Darlington.
Rev. W. L. Reid.
Rev. H. M. Smith.
Rev. Samuel Robinson.
Rev. B. M. Keith.
Rev. A. B. Moore.
Conference Secretary of Education, Rev. S. A. Donahoe.
Visiting Committee, Rev. R. T. Webb, and Rev. L. S. Cunningham.
Conference Treasurer, Hon. Holly G. Armstrong.
Rev. A. Lee Barret, Supervisor of improvements for Morris Harvey College..

All regular tuition money is paid over to the Conference Treasurer.

This school year, to date, January 1, 1907, is by far the best in the history of the institution, and the outlook is very encouraging.

The total enrollment for last year was 208. At the last session of the Annual Conference an agreement was reached whereby the Allegheny Collegiate Institute at Alderson, West Virginia, is to be affiliated with this College.

Salem College.

BY PRESIDENT C. B. CLAWSON.

Salem College was incorporated in 1889 under a charter granted by the State. Although organized in accordance with the requirements of the Educational Society of the Seventh Day Baptist denomination the school is non-sectarian. People of many religious beliefs joined hands in its establishment and to day have a place on the managing board. All denominational preferences are most carefully respected and a cordial welcome is extended to students of every faith.

The governing power of the College is vested in a Board of Directors elected for a term of four years.

The buildings are located on a commodious campus of five acres in the city of Salem on the Baltimore and Ohio railroad, fourteen miles from Clarksburg and sixty-eight miles from Parkersburg.

The library contains about 4000 volumes besides many valuable pamphlets. A reading room in connection with the library is furnished with the daily papers and various periodicals of current literature.

The College offers six courses of study, the Classical, Philosophical, Scientific, Agricultural, Normal, and Music. The Normal course is prescribed by the state and state certificates are granted on the same terms that they are granted to the graduates of the Normal Schools. The Agricultural course has been added in conformity with the belief that our country needs better educated farmers, men who are familiar with the soils and who may secure the greatest amount of production with the least expenditure of time and labor.

During an existence of nearly twenty years the College has been maintained by the contributions of friends of education scattered from Maine to California. In times of greatest need its own sons and daughters with other friends in the Mountain State have come to its rescue with substantial aid. The school is well established and has elements of permanency in a small but constantly growing endowment. The Scholarship plan of endowment has been well started. This enables the founder of a scholarship to name its beneficiary. A scholarship fully paid amounts to $800.00 which must ever be kept on interest, the income only to be used. Several of these are now in operation.

During the eighteen years of its history the College has graduated eighty-one persons. Its alumni are scattered in various states and are filling places of honor and trust in the educational and literary world.

The College has had four presidents: J. L. Huffman, S. L. Maxson, T. L. Gardiner, and C. R. Clawson.

Powhatan College.

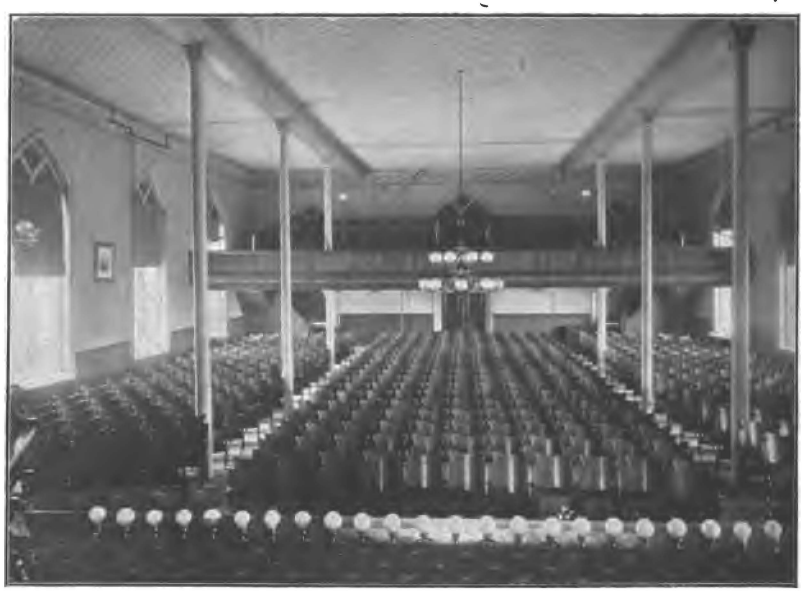
BY W. O. SPEER.

Powhatan College is organized under thoroughly Christian government, but is non-denominational. It owes its existence to the liberal-hearted and progressive people of Charles Town and Jefferson County. There had been for some time, on the part of many of the citizens, a great desire to have established at Charles Town a first-class college for women. Many noble efforts had been put forth and as many defeats sustained, but through it all there remained a faithful few, loyal to the enterprise. In 1899, these led chiefly by the noble efforts of Col. R. P. Chew, formed themselves into a company, with a determination to make the last and mightiest effort of their lives for what they believed was one of the greatest needs of the age—more real colleges for women. The issue was successful, and since its first announcement Powhatan College has met with a success unparalleled by that of any independent Woman's College ever opened in the Virginias. Its permanency is now established, its field of work peculiarly its own, and its success far beyond the expectations of the most hopeful.

Charles Town is an ideal college town, located at the junction of the Baltimore and Ohio, and the Norfolk and Western railroads, in the very mouth of the famous Shenandoah Valley. It has a thriving population or about four thousand people, and the culture, refinement, and morality of these have made it known far and wide. And the climate and health of the town is unsurpassed.

The main college building is most modern, commodious and beautiful. It is new and was erected at a cost of about $70,000. Every nook and corner is up-to-date and the entire building is heated throughout by steam and lighted by both gas and electricity.

The work of the institution is divided into the following depart-



CHAPEL HALL, WEST LIBERTY

POWHATAN COLLEGE, CHARLES TOWN

Main

ments: Academic, or College Department proper, Normal, Commercial and Business, and the departments of Music, Art, and Elocution.

Each of these departments is in charge of a Principal with competent assistants who offer modern and well arranged courses of study. The college department offers, in addition to a preparatory course of three years, the Classical and Scientific courses, each covering a period of four years' study. In grade these courses are commensurate with those of the leading colleges for young women. The Freshman class begins with such studies, as English Literature, College Algebra (Quadratics), Geometry, and Cicero, and builds upon these the four years' courses.

The Normal Department is maintained especially for the training of teachers. The work here is arranged as follows.

1. Common School Course. This course covers one year and its purpose is to give those who can spend only one year in college, a thorough and systematic review of all the common school branches with a view to preparing them to teach in the public schools.

2. The Teacher's Course, a three-year course with one year's work in Pedagogy.

3. The Normal Course, a four years' course including two years' work in Pedagogy and actual teaching in the class room. Here the student gets thorough drill in classification, organization and discipline, and leaves the college trained especially for the work.

The Departments of Music, Art, and Elocution, each has its corps of able teachers who offer full and complete courses in all branches in these departments.

Powhatan's success has been phenomenal and it stands to-day at the very head of the women's colleges of the State. This success is due to just two things: First, The sound and thorough training which sends out students prepared to meet life bravely, to think independently and to judge carefully. Second, The administration which has been in the same hands since the first founding of the institution. When the project was first launched, the trustees secured Stewart P. Hatton, LL. D., as president and the wisdom of their choice has been amply proved by the continual growth and prosperity of the college. A trained educator, indefatigable in his work for the school, he has gradually pushed aside every vestige of opposition and the college stands to-day as a pride not only of the Eastern Panhandle, but to the State as a whole.

Broaddus Scientific and Classical Institute.

BY REV. ELKANAH HULLEY, A. M., PRINCIPAL.

HISTORICAL STATEMENT.

In 1871 the Rev. E. J. Willis succeeded in establishing Broaddus College at Winchester, Va., and in 1876 it was removed by him to Clarksburg, W. Va., and incorporated under the laws of the State a year later. For a number of years it was under a board of trustees appointed

by the West Virginia Baptist General Association, but in 1893 it passed out of the hands of the General Association and became Broaddus Scientific and Classical Institute, receiving from the State a new charter.

The new Charter provides that the school shall be held forever in the interests of the Baptists of West Virginia under the direction of eleven trustees who shall be members in good standing of a regular Baptist church, and that they shall reside in West Virginia.

OBJECT.

The object of Broaddus Institute is to supply a well defined, obvious, urgent educational need in this State. The purpose of the school is definite; and no attempt will be made to make it a scoop-net to catch students of every grade and age and kind. Our special care shall ever be quality of the work rather than the number of students; and breadth of culture rather than training of specialists is the thing aimed at by Broaddus Institute.

The special object of the school is two-fold. In the first place, it will give a thorough preparation for entrance into the leading colleges of the country. In the second place, to those who either cannot or will not take a regular course, it will give a thorough mental training and as broad and practical a foundation of knowledge as possible.

LOCATION.

Broaddus Institute is located at Clarksburg, on the Baltimore & Ohio Railroad, at the southern terminus of the Monongahela River Railroad, and the northern terminus of the West Virginia & Pittsburg Railroad, and the southern terminus of the West Virginia Short Line Railroad. Taking everything into consideration, there is no better location in West Virginia for a school of this kind.

EQUIPMENTS—CAMPUS.

The campus consists of nearly ten acres, less than ten minutes' walk from the postoffice. Notwithstanding the fact that it is so nearly the center of the town, it is a very retired spot, for Elk creek almost surrounds it with a deep canon, and there is left only one approach. Thus all the advantages of being in a city accrue to it with none of the attending disadvantages.

The campus is an old forest, containing more than 200 shade trees, many of which are oaks of large size. A part is devoted to school sports. There are three well made tennis courts, croquet grounds and a coasting track. These furnish excellent facilities for out-door exercises.

BUILDINGS—WILLIS HALL.

Willis Hall was built by E. J. Willis and for many years was the chief building of the Institute. It is a brick building of three stories and basement, containing the parlors, music rooms, library and 30 double dormitory apartments. The whole building has been thoroughly overhauled and made modern in every respect.

PAYNE HALL.

Payne Hall is a memorial building built by Mrs. Belle S. Payne in memory of her husband, Jed G. Payne, who for many years had been a trustee of Broaddus. It is a brick building containing the offices, class rooms, dining rooms, 22 dormitory apartments and three bath rooms. It is finished in Georgia pine, oiled and varnished; newly carpeted with Brussels carpet; papered throughout, and heated and lighted with natural gas.

The building will be furnished with new furniture and will be thoroughly modern in every respect. It supplies a long-felt need, for Broaddus has been very much crowded of late years.

THE COTTAGE.

During the spring of 1902 a fund was started by J. L. Newman for the purpose of erecting a cottage for boys. Others added to this fund till the trustees, recognizing the fact that much better work can be done by students who are under the care of a teacher, the trustees built upon the campus, during the summer of 1902, a cottage for boys. It consists of 14 rooms finished in Georgia pine, nicely furnished and carpeted with Brussels carpet, lighted and heated with natural gas, and equipped with a bath and all modern conveniences. The rooms are 14x15 with a closet in each and each room has two large windows. It is an ideal home for young men.

This affords a home for young men with all the advantages of the presence of the Boys' Principal, who rooms in the same building.

LIBRARY AND READING ROOM.

At present the library contains nine hundred volumes. Among these are standard works of poetry, fiction, etc. Valuable additions have been made during the past year. The success of the book receptions, given on Washington's birthday, has been especially gratifying. In connection with the library there is an excellent reading room, where are to be found the leading dailies and first-class periodicals.

AN ENDOWMENT.

In December, 1900, the National Baptist Educational Society announced to the trustees of Broaddus Institute that it would give to Broaddus as an endowment, from the funds furnished by John D. Rockefeller, the sum of $5,000, provided that the Institute would raise an additional sum of $20,000, of which $10,000 was to be used as an endowment.

These conditions have been fully met and the Institute has an endowment of $10,000.00.

COURSES OF STUDY.

Three courses of study are offered, namely: The Classical the Scientific and the Normal. It is the design of the Classical and Scientific Courses to prepare students for entrance to first-class colleges and especially are they adapted to the work of the State University where full credit is given the student for what has been accomplished.

The Normal Course has been prepared especially for those who desire to be teachers, as the times demand that those in the profession of teaching shall receive professional training. In this course studies have been introduced designed to give breadth of culture and special training for teachers. The graduates from this course receive the same credit with the State Board of Examiners as the graduates from parallel courses in the normal schools of the State. It is the aim to make the Normal Course most thorough and complete, not to give merely a perspective of what is required to be taught, but to give thorough knowledge and substantial training.

PREPARATORY.

A Preparatory Course is also offered for those who come to us not fully prepared for either of the regular courses. The work begins with fractions in Arithmetic and in the other common branches work of similar advancement is given.

COURSES OF STUDY—ACADEMIC DEPARTMENT.

The course of study consists of four years work in mathematics, history, literature, science and ancient and modern languages. No attempt is made to do collegiate work, but to prepare for entrance into the best grade of colleges. The work is divided into a normal, a scientific and a classical course.

MUSIC.

A thorough course of four years' work in instrumental and vocal music is also provided, and the department is very popular.

Instruction is also given in art and elocution by a special teacher.

THE FACULTY.

The faculty consists of ten teachers with Rev. Elkanah Hulley as principal. They are all college graduates and several have specially prepared themselves for their work by training in graduate schools.

Davis and Elkins College.

BY JAMES E. ALLEN.

Among the many monuments to the benificence and generosity of the Hon. H. G. Davis and Hon. S. B. Elkins, perhaps the greatest and most useful of all is the Davis and Elkins College, which first opened its doors to the public in September 1904.

These gentlemen having in mind the building of a high-grade college at Elkins, West Virginia, a town that they had founded, and desiring the college to be under the control of religious influence, made a proposition in 1899 to the representatives of Lexington Presbytery of the Presbyterian Church in the United States, looking to the establishment of such

an institution. Lexington Presbytery, through its accredited representatives, after a consideration of the terms of the proposition aforesaid, invited Winchester Presbytery to join in accepting the same. This Winchester Presbytery did. Hon. Henry G. Davis, Senator Stephen B. Elkins, Hon. C. Wood Daily and Rev. Frederick H. Barron, all of Elkins, W. Va., Rev. F. M. Woods, D. D., of Martinsburg, W. Va., Rev. G. W. Finley, D. D., of Fishersville, Va., Rev. A. M. Frazier, D. D., of Staunton, Va., Rev. A. H. Hamilton, of Steeles Tavern, Va., and Hon. John J. Davis, of Clarksburg, W. Va., were chosen as trustees.

Later, Senator Elkins gave twenty-five acres of land, finely situated about one-half mile from the town, as a campus and site for the college buildings. In addition to this gift ex-Senator Davis contributed the sum of five thousand dollars to improve and beautify the campus.

Plans for college buildings having been submitted and accepted, work was at once begun on Administration Hall, the corner stone of which was laid with simple but appropriate ceremonies, August 12, 1903.

From that time on the work steadily progressed, and as a result there stands on the site selected, in full view of a wide stretch of country, one of the finest college structures in the Virginias.

In the meanwhile, a faculty was elected and course of study planned for the first year. The work of the college formally began with the opening of the first session, September 21, 1904, under the direction of President J. E. Hodgson. Upon the resignation of President Hodgson Rev. F. H. Barron, professor of Bible and Philosophy, was appointed acting-president until July, 1906, when Professor Marshall C. Allaben of the Department of Ancient Languages, the present encumbent, became president.

The site of the college is the choicest in this beautiful country. The campus is a tract of land of twenty-five acres, lying about one-half mile east of the city of Elkins, and bordering the Tygarts Valley river. Crowning the loftiest portion of the campus a hundred or more feet above the surrounding country, stands Administration hall, a handsome red brick structure, trimmed in West Virginia sandstone. It is three stories in height, and together with the basement furnishes a well equipped and convenient home for the college. Just at the foot of College hill stands the President's residence, a most modern and up-to-date building, after an adaptation of the old English style of architecture. On all sides the mountains rise in tiers from the valley, their serried summits breaking the horizon-line in a manner most delightful to the lover of nature. A more striking sight than these mountains in the green robes of spring, or the rich blazonry of autumn, cannot be imagined. The college stands at an elevation of about 2,000 feet above sea level. The beauty of the scenery, and the freshness and invigorating quality of the atmosphere, combine to make the region an ideal home for a college.

Near the college is the town of Elkins with nearly 5,000 inhabitants, one of the most important railroad centers in the State, lying at the intersection of the West Virginia Central & Pittsburg Railway, the Coal & Iron, the Huttonsville and Belington extensions of the West Virginia Cen-

tral, all of the Wabash system, and the Coal & Coke Railway. Elkins is 59 miles from Grafton, W. Va., and 113 miles from Cumberland, Md., at both of which places connection is made with the Baltimore and Ohio Railroad, and 150 miles from Ronceverte, W. Va., where connection is made with the Chesapeake and Ohio Railroad. It may now be reached by direct route from Charleston over the Coal and Coke Railroad. Elkins is therefore one of the most accessible towns in the State and undoubtedly the most centrally located.

Briefly stated, the Davis and Elkins College has been "erected for the advancement of Christian education." Education should be based upon the fundamental principles of the Christian religion, and so the Bible shall have place in the curriculum of the College, but no sectarian instruction shall be given.

Although during the first two years of its existence the College was open to both sexes, the Board of Trustees at its annual meeting February 1, 1906, voted to restrict the attendance to males with the beginning of the college year 1906-1907.

It is interesting to note that this is now the only college in the State exclusively for boys and young men.

In its curriculum the College follows the so-called "Group System," which permits the student to determine the general direction of his study, at the same time giving him the benefits of a carefully planned, well- rounded and consistent curriculum. Within each group the courses are in part required and in part elective, being largely elective in the Senior year.

In connection with the College, the Davis and Elkins College Preparatory School is maintained. In this school, four courses, Classical, English Classical, Scientific, and Commercial are offered, the first three being four-year courses and being so arranged as fully to prepare students for any college or technical school in the United States. At present, the Preparatory School uses the dormitories and lecture rooms of the College, but it is the aim of the Board of Trustees to provide separate equipment, as well as separate organization, for this department.

Stephenson Seminary.

Stephenson Seminary located at Charles Town, W. Va., is said to be the oldest private school for girls within the bounds of the State. Under the name of "Mt. Parvo Institute," it was founded in 1882 by Rev. C. N. Campbell, D. D., a minister of the Presbyterian Church.

As the accommodations at Mt. Parvo were inadequate to the needs of the growing institution, arrangements were made whereby a joint stock company erected a large brick building on grounds donated for educational purposes, by the late John Stephenson, and in honor of its generous donor, it was called Stephenson Seminary.

Dr. Campbell was a life-long educator, an alumnus of Princeton University and a graduate from the Union Theological Seminary, now of

Richmond, Va. Immediately preceding the establishment of Stephenson Seminary, Dr. Campbell was principal of Andrew Small Academy, a boarding school for boys, situated in Darnestown, Md. In the summer of 1905, Dr. Campbell died, leaving to his successors (his wife and daughter) a full appreciation of the importance and responsibility of female education.

Stephenson Seminary claims for herself no phenomenal growth, but with varying fortune, she has carved her own unaided way to success, and is today better equipped for the work to which she is consecrated than she has ever been. The building is thoroughly attractive and comfortable, furnished with gas and electricity, steam-heat, and hot and cold bath.

The school stands for Christian influence, thorough work, and a home life of culture and refinement. It has the confidence of the public and has for friends and patrons many of the foremost men of our land.

The present accommodations are taxed to the utmost limit, and plans are under way for additional buildings.

The Beckley Seminary.

BY PRINCIPAL B. H. WHITE

The Beckley Seminary is located at the court house of Raleigh county on the lofty Raleigh plateau 2500 feet above sea-level. The building is surrounded by the beautiful White pines so mush praised by the poets. The school opened in 1900 with thirty-seven students occupying rented rooms. Last year (1905-6), the enrollment was between three and four hundred, the school occupying its own building and grounds. It maintains a library of the best books for general reading and reference. The P. C. and P. R. Railroad has built a new depot within a square of the building—the Chesapeake and Ohio and Deepwater run close. These and other material developments tend to encourage and aid the school.

The Beckley Seminary is co-educational and inter-denominational. It opposes sectarianism. Its faculty is selected on the basis of ability and not because of a peculiar religious faith. Students of all religious beliefs or of no religious belief at all are made to feel at home. All we ask, is that the student be a gentleman or a lady. The school is unpretentious, it claims only to be a preparatory school whose work is accredited in all the colleges and universities of this part of the country.

This school maintains seven courses; viz. Preparatory (for its own work), Normal, Commercial, Shorthand and Typewriting, Music, Elocution and Physical Culture, and Academic. Ex-Senator John W. McCreery is President, and Thomas H. Wickham, Esq., is Vice-President. The school is self-supporting with its tuition rates. We have outgrown our building and we are now planning to enlarge.

INSTITUTIONS FOR THE EDUCATION OF COLORED YOUTH.

Storer College.

BY HENRY T. M'DONALD, PRESIDENT.

During the last year of the War there was attached to the Christian Commission of Sheridan's Army a young man just graduated from Dartmouth College. His duties gave him considerable knowledge of the prevailing conditions and heavy responsibilities, resulting from the care of soldiers, supplies and money, were his. This young man was Rev. Nathan C. Brackett. As soon as hostilities had ceased the General Government made him superintendent of all schools to be established for the freedmen in the Shenandoah valley and he immediately began the work intrusted to him. It was while he was thus employed that Mr. John Storer of Sanford, Maine, signified a desire to give ten thousand dollars toward the founding of a school for colored people. The gift was conditioned on an equal amount's being raised by others in a limited time. Such condition was soon met and Storer College was a reality. Since this money was pledged largely by Free Baptists, they as a denomination immediately set about finding a proper location for the proposed school. At Harper's Ferry were four badly dismantled houses belonging to the Government, which prior to the war had been occupied by the Superintendent of the Government Work, by his chief clerk, by the paymaster and by his chief clerk. The cooperation of Congress was sought and obtained largely through the influence in the House of Gen. James A. Garfield, afterward President, and William Pitt Fessenden in the Senate. A bill was passed by Congress transferring to the trustees of Storer College the above mentioned houses, and in one of these, "The Lockwood", the work of Storer College was begun, October 2, 1867. On that day there was present a faculty of two teachers, Professor and Mrs. Brackett, and nineteen earnest students. From this small beginning the school has gradually developed. It has always been limited in the amount of good it might do. But what it has done has been accomplished with an eye single to the development of sensible, thrifty, Christian manhood and womanhood. For many years Storer was the only institution of its kind in West Virginia and it supplied a large percentage of the teachers, ministers, and colored leaders of this state. It is no less active to-day and the demand for Storer men and women is increasing.

THE ALUMNI.

About two hundred and fifty have graduated from the various courses. Of these not one per cent. have so lived as to reflect dishonor upon themselves and disgrace on their alma mater. Some of our leading colored lawyers, physicians, teachers, editors, clergymen, not to mention the less distinguished but no less honorable members found in the humbler walks of life, are our alumni. Storer men and women have served and are serving from the highest positions downward on the faculties of a number of institutions of higher grade. Our graduates have successfully completed degree courses at nearly or quite a dozen high grade colleges and universities. They have in a very high percentage of cases been wise, conservative leaders of their people.

Besides the graduates probably more than fifteen hundred men and women have attended Storer and been touched by its wholesome, Christian spirit.

EQUIPMENT.

The college buildings named in the order of their erection are Lincoln Hall, Myrtle Hall, Anthony Memorial Hall, Sinclair Cottage, DeWolfe Industrial Building. Curtiss Memorial Church, Lewis W. Anthony Industrial Buildnig. Beside these are the barn, tool shed, corn crib and various outbuildings. Lincoln Hall was erected by means of funds contributed by the Freedman's Bureau. It is a dormitory for young men, accommodating about 50 people.

Myrtle Hall was erected from funds collected largely by the Woman's Missionary Society of the Free Baptist Church. It accommodates about 60 girls. In the basement of this hall is the laundry.

Anthony Memorial Hall in which is the chapel, library, recitation rooms, dining hall, was given by Mr. L. W. Anthony, of Providence, R. I.

Sinclair Cottage, a dormitory for girls, was added to the group of buildings through the munificence of Rev. and Mrs. J. L. Sinclair, of New Hampshire. It will accommodate 18 girls.

DeWolfe Industrial building, in which the Department of Cooking is located, was presented by Mrs. Mary P. DeWolfe, of Illinois.

Curtiss Memorial Church stands a monument to the untiring zeal of Rev. Silas P. Curtiss, in whose memory it was erected.

Lewis W. Anthony Industrial Building, in which is done the work in carpentry, upholstering, blacksmithing, painting, was given to the College by the heirs of Mr. Anthony.

These buildings have a magnificent location on Camp Hill, which is between the gorges of the Potomac and Shenandoah and commands a beautiful view of the famous water gap. It was of this place and its wonderfully beautiful scenery that President Jefferson made his famous remark that it was worth a trip across the Atlantic to behold what nature had done here. The college has a good library of over 5,000 volumes and about 20 acres of gardens, under a high state of cultivation. The total equipment including buildings and apparatus is easily worth $100,000.

CHARACTER.

The school is wholly unsectarian as is shown by the fact that on it faculty are members of the Free Baptist, Methodist Episcopal, Method ist Protestant, Protestant Episcopal churches. It admits students of al denominations and beliefs.

There is nothing in the charter of the school which places it sub ject to the control of any particular denomination. Honever, in the sup port of the school during all its years of existence the Free Baptist Church has given a most helpful and honorable assistance. Had their support been withdrawn the school would have been most unfortunately situated. It now receives support from the same source; from an endowment of about $30,000 and from an annual appropriation from the state. In return for this appropriation the school gives free books, room rent and tuition to all West Virginia students. Our Normal graduates receive the regular State Normal Diploma, and thus the school is semi-officially a part of the state school system.

COURSES.

The courses offered are Academic, State Normal, Vocal and Instrumental Music, Carpentry, Gardening and Husbandry, Sewing and Dressmaking, Cookery, Blacksmithing, Drawing, Biblical Literature.

All students do work in the Industrial Courses, they being so connected with the Normal Courses that each supplement the other. The women students must complete two industrial courses before graduation and on Commencement Day appear in gowns they have made in class.

The young men must likewise complete two courses in the Industrial Departments before graduation.

Thus excellent manual and industrial training is given and a genuine respect for work and joy in doing it is implanted in our students.

ENROLLMENT.

At present six states besides the District of Columbia are represented in the student body. The enrollment for the past three years has quite rapidly increased. This year especially has been marked by a very large increase of students. We have been obliged to rent one house, the Franklin Cottage, for girls and place several in reliable families in town. This year there was the largest enrollment on the opening day, the largest average attendance and the largest enrollment of women in the history of Storer. The total enrollment for the year will be fully two hundred.

The Colored School of Huntington.

BY PRINCIPAL J. W. SCOTT.

The colored schools of Huntington began in the early seventies when the city was in its infancy. The few colored people who formed a part of the small population had been brought here from Virginia, and with

thousands of other negro laborers were employed in cutting the Chesapeake and Ohio Railroad through the mountains. The first free school for them was opened in a log house, out on the Cemetery Hill, half way between Huntington and Guyandotte, and jointly supported by both towns.

Mrs. Julia Jones, still living, was the teacher. For several years the school ran on in this way and there was little or no change, except the change of teachers, the grade work not rising above the level of a district school.

It was not until 1882 that any marked improvement came although the school had been removed to town. In that year, however, a second room was added. Mr. W. F. James was made principal and his wife assistant teacher. They proved to be efficient, progressive, and inspiring teachers.

Mr. James graded the school and introduced monthly report cards with a system of regular promotion. Within four years a first class grammar school was organized. He went further and began classes in Algebra. But his strength was not equal to his ambition. His health gave way under his heavy duties and after a brief illness he passed to "pathetic dust", bemoaned by the entire community and especially by his pupils. many of whom accompanied the body to its last resting place in Gallipolis Ohio. Several of his pupils afterward graduated from other schools; but they remember him as the chief inspiration of their lives. Mrs. Susie James continued teaching twelve years longer and became known as one of the best primary teachers the city ever had. Her health finally failed and in 1899 she joined her lamented husband.

The school continued to advance under Mr. James' successors, Mr. Ramsey and Mr. J. B. Cabell. But under Prof. W. T. McKinney who was elected principal in 1889 the third stage in the development of the schools was reached. During his stay the Douglass School, a brick building of six rooms with all modern improvements, was erected at the corner of 8th avenue and 16th street, and opened in 1893. The building and lot cost about $15,000. A high school course was established. A class of three graduates (the first) was turned out from the high school department that year. The number of teachers increased from three to five. The High School course covered two years' work.

The Douglass High School has had four principals since then Mr. C. H. Barnett, was principal from 1897 to 1900. He raised the course to four years. Mr. C. G. Woodson served from 1900 to 1903. Under him the course dropped to three years. Prof. R. P. Sims was principal from 1903 to 1906. He restored the four-year course and did much toward improving the tone of the school generally. His resignation caused general regret.

The present principal, J. W. Scott, has been connected with the high school every year since 1899, except one year which was spent at college, completing a course of study. He is also president of the West Virginia Teachers' Association of Colored teachers.

Nine classes in all have come out numbering forty-three graduates—twenty-four young women and nineteen young men. Three of these have died, one of whom, I. Leonard Scott, was principal of the Langston High

School, Point Pleasant, at the time of his death. Fourteen are engaged in teaching. In short, all the graduates have led useful lives. Lloyd O. Lewis who finished his college course last year and who is now pursuing a theological course, is an especially promising alumnus of the class of 1902.

The school has no laboratory but is otherwise supplied with appliances besides a library of 400 volumes, and an organ. There is ample play ground with shade trees all around. The Board of Education is liberal in its policy.

In 1906 the total number of colored youth enumerated was 490. The present enrollment (Jan., 1907.) is 268. The term is nine months. The salaries range from $42.50 to $65.00. All the colored teachers teach on No. 1 certificates issued by the city board of examiners.

The school has always had a strong corps of grade teachers. Deserving of especial mention are Miss Leota Moss, Miss Mary F. Norman, Miss Bertha Morton (deceased), and Miss Frances Morton.

Parkersburg Colored Schools.

BY J. RUPERT JEFFERSON, PRINCIPAL.

The history of the colored schools is unique in at least two particulars: The first free schools in the city of Parkersburg were for colored children and supported by the private funds of colored men; the first public schools south of Mason and Dixon's Line for colored youth were in this city. These two statements, according to the best evidence at hand, seem to be settled beyond question.

On the first Monday in January, 1862, a number of the best colored men in this city met to advise ways and means for the instruction of colored children. An organization was perfected, a constitution and by-laws framed. A board consisting of Robert Thomas, Lafayette Wilson, Wm. Sargeant, R. W. Simmons, Charles Hicks, William Smith and Matthew Thomas was elected to carry out the provisions of the organization. A school was established to which all colored children were admitted. Those who were able to pay it were charged one dollar a month tuition, but those who were not able were admitted free. Among the first teachers were Sarah Trotter and Pocahontas Simmons, both colored, and Rev. S. E. Colburn, a white man. The first school enrolled about forty pupils. From that time to the present, the colored youth of this city have enjoyed school privileges.

In the Weekly Times, a paper published here of date June 7, 1866, appears the following notice:

"The first public free school for the colored children of the city of Parkersburg, West Virginia, was opened in the school ward lately removed. All colored children over 6 years of age and under 21, as the law directs, are at liberty to attend and are requested to do so. Rev. S. E. Colburn, Teacher."

With this notice probably dates the beginning of the public schools for colored children under the provisions of the Constitution of the State, a time four years later than when colored schools began. After this the organization formed in 1862 ceased to exist and the colored schools have been under the same Board of Education as the white schools.

The last session of the colored schools under the original plan ended with a school exhibition, in 1866, by colored pupils in Bank Hall under the charge of the teacher, T. J. Ferguson.

The colored schools struggled along overcoming many obstacles for ten or more years, when, with the appointment of a superintendent for all the schools, the course of instruction was improved, the work of the teachers inspected and the schools placed upon a better footing.

For some years the colored schools have had, so far as text books, supervision and course of instruction are concerned, the same opportunities as the white schools. The improved condition in the colored schools is, generally recognized. After completing the same primary and grammar course as in the white schools, the pupils take up algebra, general history, geometry, civil government, physical geography, physics, rhetoric and literature. A general review in the advanced work of the common branches is also given, and when the course is completed a teacher's certificate or a diploma is given, as the Board of Education may determine.

For several years the High School for colored youth in this city was the only one in the State. The first class was graduated and given diplomas in 1887 and every year since then except 1890 and 1892 there have been graduates. The total number of graduates is 23.

The colored school building is a brick structure of four rooms, on Avery street, near Tenth. The building was originally two rooms, but was enlarged in 1883 to its present size.

As has been stated, the original plan of the schools changed in 1866 during the administration of T. J. Ferguson, a man who was at that time a leading character, not only in educational circles, but in the politics of the country, justly ranked with Bruce Langston, Lynch, Small, and Douglass, that brilliant coterie of colored men who in their day and generation laid the foundation for the enjoyment of the fuller opportunities which colored people of the nation possess to-day.

The work of J. L. Camp extended through a period of about eleven years. During his administration there were but few if any of the higher branches taught. He was a man of sterling character and though long since passed to his reward, his work is still going on and he is still remembered by the community in which he spent so many years of faithful toil.

"The Sumner High School," by which name the school is now known, was established in 1886. A. W. Peques, of Richmond Theological Institute was its first principal. He was a man of many scholarly attainments and an excellent teacher. He remained but one term, however, resigning to accept a chair in a university of North Carolina. He has since become an author of considerable note. He was succeeded by T. D. Scott, of Wilberforce University, who remained in charge five years and succeeded in building up a strong course of study . He resigned in 1892 to

accept the chair in natural sciences at his alma mater. Mr. Scott was followed by C. H. Barnett, of Denison University, who remained but one year. He in turn was succeeded by John R. Jefferson, of Pomeroy, who took charge in the autumn of 1893. He held the position for *nine* consecutive years. During his administration the enrollment reached its highest point, and the school was in a flourishing condition. He resigned in 1902 and was succeeded by Mr. B. S. Jackson, of Howard University, Washington, D. C. In 1905 Mr. Jackson vacated the position, which was again filled by the appointment of John R. Jefferson, the present principal.

A handsome new building of six rooms is now being erected, which will be ready for occupancy by March first. It is provided with all modern improvements and equipments, and will be perhaps the best school building for colored pupils in the state. When this building is occupied one additional teacher will be employed.

The future of the colored schools seems no less bright than that of the other schools and the education of the colored race promises as successful results in this city as anywhere else in the United States.

Clarksburg Colored Schools.

BY J. W. ROBINSON, PRINCIPAL.

The following is a brief sketch of the Colored Department of what is known as the Clarksburg Independent School District of Harrison county, West Virginia.

At a meeting of the Board of Education of the above named school district July 15, 1868, a bid of $1147 was accepted for the erection of a one-story brick building to be used as a school building for the freedmen of Clarksburg Independent School District. The building was completed in time to be occupied at the beginning of the school year of 1870.

To meet the demands of a growing population, and to afford educational facilities commensurate with the advancement of the present age, the Board of Education at a regular meeting in 1900, arranged for the erection of a three-story brick building upon a lot which had been purchased on Water Street.

The building and equipment cost almost, if not quite $20,000. The contract for the erection of this modern building was awarded to Mr. C. D. Ogden, Sr., a colored contractor of Clarksburg, now deceased.

The building contains six large recitation rooms, an office, four basement rooms, and one of the finest school assembly halls in the state, and it is provided with all modern conveniences. This building was occupied in January, 1902.

The course of study contains eight grades and a three-year high school course. Those who complete the high school course are given diplomas, upon the approval of the faculty and the Board of Education.

The first class to graduate from the high school department was in 1895. During the succeeding eleven years ten males and thirty females have been granted diplomas.

The colored schools are under the same management and control as the white schools.

The following is a list of the principals:

Charles Ankrum, 1870 - 1873.
Miss J. A. Riley, 1873 - 1874.
G. F. Jones, 1874 - 1876.
W. B. Jones, 1876 - 1878.
M. W. Grason, 1878 - 1889.
J. S. Williams, 1889 - 1891.
C. W. Boyd, 1891 - 1892.
Sherman H. Guss, 1892 - 1901.
J. W. Robinson, 1901 to present time.

The present enrollment of the colored schools is a little less than 200 pupils.

Our school library contains 470 books classified as follows:

Fiction, 209.
Music, 46.
History, 80.
Poetry, 31.
Reference, 39.
Science, 10.
Travel, 45.
Biography, 10.

Bluefield Colored Graded School.

BY E. L. RANN, PRINCIPAL.

The school for colored people in Bluefield was organized in 1890, when Mr. A. J. Smith and Mrs. L. O. McGee began work in a one-room log building situated in what was known as Jamestown suburb. Though lacking necessary equipment the school was continued here during two sessions of five months each, when it was removed to the Cooperstown suburb to a two-room building which, while not so comfortable as the modern ideal building, was a great improvement upon the first.

The building was surrounded by dwelling houses situated so close that there was no room for a play ground and quarrels between the pupils and neighbors were frequent.

The school was continued here for several years with Mr. S. W. Patterson and Mrs. E. O. Smith as teachers. In the meantime a large colored population had settled in North Bluefield and upon their petition the Board of Education erected a two-room building. Here in one room, Mr. P. J. Carter taught, having an enrollment of about thirty.

A little later the building in Cooperstown was burned and two additional rooms were annexed to the school in North Bluefield, but before it could be occupied, that too was burned.

The Board of Education secured an old building which had been used in turn as a bar, a pool room, and a court house. In this place school was

taught for one session after which a brick building, primarily intended for a store-room and dwelling was secured. This building was very uncomfortable but school was kept here for four years. The teachers were now four in number—Messrs. H. Smith and T. P. Wright and Mesdames Lane and E. C. Smith. The enrollment was 125. An effort was now made at grading the school. The following year, Mr. Smith, Mr. Wright and Mrs. Lane were replaced by Mr. W. A. Saunders, and Misses H. W. Booze and R. A. McDonald. Mr. Saunders remained one year and was followed by Mr. G. W. Hatter, who in turn was followed by Mr. R. F. Douglas. During his administration of four years, the Board of Education erected the present six-room frame building in Cooperstown, and the teaching force was increased to five. By giving entertainments, the teachers were able to purchase for the school an organ and a library of over one hundred volumes.

In the spring of 1906, his health having failed, Mr. Douglas resigned and Mr. E. L. Rann, of Lincoln University, Pennsylvania, was chosen as Principal and another assistant was given making in all six teachers.

The school has progressed under the present administration and is now in a flourishing condition.

The present enrollment is 307, being the largest in the history of the school. It should be larger, but many from the Intermediate and Grammar grades are received at the Bluefield Institute, making it difficult to discipline properly and to retain the pupils until they reach the eighth grade; but with all that, we hope to make this school second to none in the State.

Langston School (Colored) Point Pleasant.

BY L. R. JORDAN, PRINCIPAL.

In the year 1867 the first colored school of Point Pleasant was organized, and was taught by Mr. Eli Coleman. Mr. Coleman, who died recently, continued to teach this school for seven years. At that time the school house was a one-roomed frame building situated at the east end of Sixth street. The enrollment at the opening was 64, some of the pupils being grown men and women.. Many years later as the town increased in population, the Independent School District of Point Pleasant was created and this school instead of being under the control of a board of three trustees, two white and one colored, became a part of the city system of schools under the control of the Board of Education of the district, and under the supervision of the city superintendent of schools.

The names of some of the earlier teachers are as follows: Messrs. Brown, Reckman, Williams, Misses Lillie Chambers, Florence Gee, Fannie Smith, and Lida Filch. In 1885 two teachers were given the school; L. W. Johnson, Principal, and Miss Hattie Jordan. Mr. Johnson taught as principal until 1890. When the new building was occupied by the white pupils in 1890, the four-roomed brick building that they vacated was turned over to the colored pupils, and was named "Langston Academy"

GIRLS' DORMITORY, BLUEFIELD COLORED INSTITUTE.

NAU

in honor of Hon. Jno. M. Langston, one of the greatest scholars of the negro race.

In 1895 the first class was graduated, the school then doing work up to the grammar grade only. High School studies were introduced in 1897, and since then a three-year High School course has been arranged by the present superintendent. In 1903 through the efforts of Mr. I. L. Scott, Principal, seconded by his two assistants, Misses Hattie and Bessie Jordan, a well selected library of 125 volumes was secured for the school. In the death of Mr. Scott during the middle of his third term the school suffered a severe loss.

In the summer of 1905 the building was thoroughly overhauled and repaired, and in the spring following the teachers and pupils united on Arbor Day to improve the building and grounds by planting trees and ivy.

Weston Colored School.

A good many years ago Mr. Benjamin Owens taught a school for colored children in an old church house, then located not far from where the Weston Electric Light, Power, and Water Company's plant stands now at the head of Main street extended. It may be that Doctor Jordon's daughter also taught school in that building. Mr. Owens had at one time worked for Horace Greely in a printing office in New York. Once while he was teaching in Weston he learned that Mr. Greely was billed for a public address at the Fair Association at Clarksburg. Being very anxious to see his friend and hear him speak, Mr. Owens adjourned his school for a time and walked to Clarksburg. He returned next day by the same method of transportation and resumed his school work.

George Jones, who afterward engaged in the ministry, was one of the most influential teachers of the colored school in Weston but he believed that there was a much greater work for him to perform among his people than teaching, and could not be persuaded to remain in that work longer. Misses Hattie Hood, Grace Rigsby, and Anna Wells each taught one or more terms in Weston. W. P. Crump, a teacher of ability and influence, had charge of the school for a few years, but having higher aspirations he left for other fields of labor, more remunerative, perhaps, than that of the "jolly old pedagogue." Mr. Frank Jefferson taught several successful terms, but seeing nothing better ahead than the very low salary paid in the district, he also gave up the work and located elsewhere.

The Board of Education owns a very pretty lot on which the small brick house for colored children is located on lower Center street in a very desirable locality. The appearance and convenience of this building has been much improved within the last year by an exchange of seats. The old seats were consigned to a bonfire and new patent desks of latest model are now used in the building.

A library was started a few years since for the colored children, but its growth has been retarded by lack of funds.*

In 1898 Prof. L. O. Wilson was employed to teach the colored children of the district, and his services have proved so satisfactory that the board has more than once raised his salary in order to retain him in the position. Mr. Wilson has been offered higher wages, but he says the people of Weston treat him so kindly that he would rather teach for less money and "feel at home," in the school and in the town.

The Growth of the Colored Schools in West Virginia.

BY BYRD PRILLERMAN, A. M., PROFESSOR IN WEST VIRGINIA COLORED INSTITUTE.

In 1862 the first school for colored children organized in West Virginia, was established in Parkersburg by seven prominent colored men. It was known as a "pay school," but indigent children could attend it free of charge. It was merged into the free school system in 1867.

The first Constitution of West Virginia, adopted in 1863, provided for the establishment of free schols; but it made no reference to the colored youth of the State. However, the Legislature passed an act, February 26, 1866, providing for the establishment of colored schools in sub-districts containing thirty colored children between the ages of six and twenty-one years. The law further provided that these schools must have an average attendance of fifteen or be closed.

In 1867, this law was amended so as to require trustees and boards of Education to establish and maintain colored schools in sub-districts containing more than fifteen colored youth of school age. This law remained in force until 1899, when it was again amended. And now we have the following special law in reference to colored schools: "It shall be the duty of the trustees of every sub-district to establish therein one or more primary schools, for colored persons between the ages of six and twenty-one years, and said trustees or board of education shall establish such school whenever there are at least ten colored persons of school age residing therein and for a less number when it is possible to do so."

When the constitution was revised in 1872, it provided that white and colored persons should not be taught in the same school. About the same time, a law was enacted authorizing the State Superintendent of Free Schools to make arrangements with some school in the State for the normal training of colored teachers.

Graded schools have been established at Point Pleasant, St. Albans, Montgomery, Lewisburg, Eckman, and several other places. High schools have been established in Parkersburg, Wheeling, Huntington, Charleston, and Clarksburg.

From 1866 to 1892, Storer College, a denominational school at Harper's Ferry, was the only school in the State at which the colored youth could receive academic and normal training. But through the efforts of Prof. Byrd Prillerman, A. M., Rev. C. H. Payne, D. D., and others, the Legislature established the West Virginia Colored Institute in Kanawha

county, in 1891. This school was established to meet the requirements of the Morrill act of Congress providing for the establishment of Agricultural and Mechanical Colleges.

In 1895, the Legislature passed an act establishing the Bluefield Colored Institute in Mercer county, with provisions for academic training.

In the summers of '90, '91 and '92, Byrd Prillerman and H. B. Rice conducted a summer school for teachers in the city of Charleston. This school was discontinued after the opening of the West Virginia Colored Institute, as teachers were given an opportunity to review in the spring term at this institution.

On Thursday the 26th day of November, 1891, the colored teachers of this State met in Charleston and organized the West Virginia Teachers' Association. The Association meets annually on Thanksgiving Day. The present membership is eighty.

White and colored teachers are admitted to the same teachers' institutes, but special institutes for colored teachers are conducted by one of their number at Storer College, the West Virginia Colored institute, the Bluefield Colored Institute, and the West Virginia Industrial School,

The following interesting items may be found in the State Superintendent's report for 1906:

Number of colored school youth enumerated, for 1906, 14,765.
Number enrolled, 9,874.
Average daily attendance, 6,803.

Common schools	219
Graded schools	42
High schools	5
Total number of public schools	266

Whole number of colored teachers in the public schools for this year, 310. Total amount of salaries paid to these teachers for the year, $71,-773.98. Average salary for the year, $231.53.

There are colored schools in only 38 of the 55 counties of the State. And eight counties contain 150 of the 266 schools of the State as follows:

Fayette county, 51; McDowell, 32; Kanawha, 19; Jefferson, 19; Greenbrier, 17; Mercer, 14; Berkeley and Monroe 9 each.

Under the law, teachers are paid according to grade of certificate. The law fixes the minimum salary for first grade teachers at $35 per month; second grade at $30 per month, and third grade at $25 per month. The minimum length of term is five months. And it must be said to the honor of the school officials that absolute fairness is shown to the colored teachers both in the matter of examinations and salaries. If a colored teacher holds a first grade certificate, he is paid the same salary as a white teacher holding the same grade of certificate. If a colored teacher has ten pupils he has as long a term as any other teacher in his district. For in the language of one of our State Superintendents, "West Virginia knows no such thing as black boys and white boys in the number of school days."

When one compares these conditions with the report of the State Superintendent of Georgia for 1902, the contrast is very marked. Ac-

cording to his report, the average monthly salary paid white teachers that year was $36.72, and that paid colored teachers, $26.08. The highest average monthly salary paid first grade white teachers in any county of the State was $60, and the highest paid first grade colored teachers was $40. The lowest average monthly salary paid third grade white teachers was $13.93, and the lowest paid third grade colored teachers was $10 per month.

DISTRICT COLORED SCHOOL AT INSTITUTE.

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